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ABSTRACT

This catalog lists resources available from projects federally funded by the Early Education Program for Children with Disabilities. This discretionary grant program supports a variety of innovative service, training, and research projects in early intervention and early childhood special education. Information is organized by type of project: demonstration, experimental/research, information systems, inservice training, outreach, research institutes, research on early childhood features, and the technical assistance center. For each project, the following information is provided: project name, director, address and telephone number, funding period, major goal, titles of written materials or other products available from the project, and topics that the project's staff can consult in and issues they are willing to discuss on the telephone. Project materials listed include assessment materials, curricula, training materials, model intervention strategies, and research reports. (JDD)

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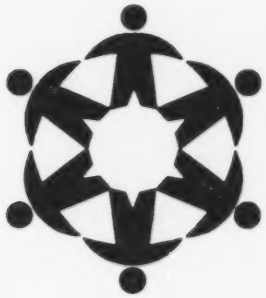
Early Education Program Sharing Document: Current Project Resources

1990 - 1991

A Catalog of available resources from projects funded by the Early Education Program for Children with Disabilities,

(formerly Handicaped Children's Early Education Program)

Office of Special Education Programs,
U.S. Department of Education



NEC*TAS

NATIONAL EARLY CHILDHOOD TECHNICAL ASSISTANCE SYSTEM

A program of the Frank Porter Graham Child Development Center,
University of North Carolina at Chapel Hill

Joicey Hurth • David Tollerton • Trish Isbell

EC 300 457

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NEC*TAS is a collaborative system coordinated by:

The Frank Porter Graham Child Development Center,
University of North Carolina at Chapel Hill,

with

The Department of Special Education,
University of Hawaii at Manoa,

Georgetown University Child Development Center,

The National Association of State Directors of Special Education,
(NASDSE)

The National Center for Clinical Infant Programs,
(NCCIP)

and

The National Parent Network on Disabilities.

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The National Early Childhood Technical Assistance System (NEC*TAS) is a collaborative system coordinated by the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

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David Tollerton
Trish Isbell

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February, 1991

PREFACE

This document was originally developed to facilitate networking and sharing of resources among projects funded under the Handicapped Children's Early Education Program (HCEEP) of the Office of Special Education Programs, US Department of Education.
This discretionary grant program, now called the Early Education Program for Children with Disabilities, supports a variety of innovative service, training and research activities in early intervention and early childhood special education. The name change for this grant program was required by the recent reauthorization of the Education of the Handicapped Act (EHA), now called Individuals with Disabilities Education Act (IDEA), to reflect the current preference in language.

We at NEC*TAS felt that state planners involved in planning and implementing services under PL 99-457 will also be interested in reviewing this extensive collection of available assessment materials, curricula, training materials, model intervention strategies, and research. Therefore, NEC*TAS has disseminated this document to you - - the coordinators of the Section 619 and Part H grants and the Chair of the Interagency Coordinating Council in every state and jurisdiction.

We invite you to share this information widely with agency personnel, trainers, service providers, parent groups and others who would be interested in materials or consultant resources. As state service systems expand and evolve to meet the requirements of PL 99-457, the Early Education Program grantees offer a range of exemplary service models, training approaches and consultants with experience in meeting such implementation challenges as: providing individualized, family-centered services, coordinating interagency services, supporting families in transition, using less restrictive educational environments, coordinating developmental and health care services, and applying technology to meet individual needs as well as training needs.

Project information in this document is organized and color-coded by type of project: demonstration, experimental, information systems, inservice training, outreach, research institutes, research on early childhood features, and the technical assistance center. Within each project type (color) projects are arranged alphabetically by state, then city.

We appreciate the HCEEP projects' willingness to share their resources with others. Persons interested in specific project resources should contact the listed project staff.

Joicey Hurth,
Associate Director of TA Services

David Tollerton,
Technical Assistant

Trish Isbell,
Technical Assistance Coordinator

February, 1991

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PROJECT NAME: Professional and Parent Paraprofessional Early Intervention Project

PROJECT DIRECTOR: Samera Baird

STREET ADDRESS: 1234 Haley Center
Auburn University, AL 36849

TELEPHONE: (205) 844-5943
FAX: 205-844-5785

FUNDING PERIOD: 1987-90

MAJOR GOAL: To compare the cost and effectiveness of professional and parent paraprofessional early intervention services.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Currently preparing a paraprofessional early intervention curriculum designed to train paraprofessionals to work in early intervention serving 0-2 year-olds.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Paraprofessional early intervention services

PROJECT NAME: Implementing IFSP's in a Culturally Diverse Infant Program

PROJECT DIRECTOR: Lisbeth Vincent

STREET ADDRESS: Center for Excellence in Early Intervention
CSLA
5151 State University Dr.
Los Angeles, CA 90032

TELEPHONE: (213) 545-7937 or (213) 343-4420

FUNDING PERIOD: 1990-93

MAJOR GOAL: To develop and implement model IFSP's and case management practices to be used with culturally diverse families.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Cultural diversity and sensitivity
- IFSP development and implementation

PROJECT NAME: CCHIME (Children's Center Handicapped Integration Model Education)

PROJECT CO-DIRECTORS: Claire Cavallaro & Joyce Hagen

STREET ADDRESS: Department of Special Education
California State University, Northridge
18111 Nordhoff St., EDUC
Northridge, CA 91330

TELEPHONE: (818) 717-5088

FUNDING PERIOD: 1987-90

MAJOR GOAL: To develop and implement a model for the integration of preschool handicapped children into an existing student-sponsored child development center on a university campus.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Program Overview of Objectives, Approach, and Services
- Classroom Observation System

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Collaborative consultation approach to mainstreaming
- Models for parallel teaching and team teaching in regular preschool classes

PROJECT NAME: Intensive CARE Program

PROJECT DIRECTOR: Nancy Sweet

STREET ADDRESS: Child Development Center
Children's Hospital/Oakland
747 52nd St.
Oakland, CA 94609

TELEPHONE: (415) 655-9521

FUNDING PERIOD: 1988-91

MAJOR GOAL: To promote optimal developmental outcomes for very low birth weight (VLBW) infants at risk for significant disabilities.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Guide, Intensive Care Nursery Volunteers Program

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Behavioral and developmental interventions beginning in the NICU particularly with drug-exposed and VLBW infants
- Development and management of a Neonatal Intensive Care Unit volunteer program

PROJECT NAME: Early Childhood Special Education Community Integration Project

PROJECT DIRECTOR: Mary Beth Bruder

STREET ADDRESS: Division of Child & Family Studies
UCONN Health Center
Pediatric Department
The Exchange, Suite 164
Farmington, CT 06032

TELEPHONE: (203) 674-1485
FAX: 203-679-1220

FUNDING PERIOD: 1988-91

MAJOR GOAL: To design, develop, implement and evaluate the delivery of special education and related services for preschool children, age three to five years, within community early childhood programs.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Project Study Guides--$3.00 per manual, checks payable to project name, mail to project address. Contact project for titles of individual Project Study Guides (different titles within each topic noted in parentheses)
  - Integration (3)
  - Special Education Law (4)
  - Families (5)
  - Child Development (9)
  - Special Needs (2)
  - Programming (8)
  - Working with Others to Deliver Services (8)
  - Supports (3)
  - Transition (1)
  - Implementing Community-Based Model of Early Childhood Integration (4 in development, call for availability)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Assistance to local school districts in utilizing community early childhood programs as integrated placements
- Evaluation of community-based integrated programs
- Program implementation:
  - Integrated therapy
  - Activity-based instruction
  - Other implementation areas

PROJECT NAME: CAPS (Caregiver and Parent Support): Hospital-Based Intervention for High-Risk Infants

PROJECT DIRECTOR: Barbara Browne

STREET ADDRESS: George Washington University
2201 G St., N.W.
Funger Hall, Suite 524
Washington, DC 20052

TELEPHONE: (202) 994-6170

FAX: 202-994-3365

FUNDING PERIOD: 1989-92

MAJOR GOAL: To develop and implement a comprehensive identification, intervention and referral program for biologically and/or environmentally at-risk infants, their families and child care providers.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Developmental intervention in the Neonatal Intensive Care Nursery (NICU)
- Developmental follow-up of NICU graduates
- Use of multidisciplinary interns in assessment and intervention activities
- Procedures and issues involved in comprehensive identification, intervention and referral for environmentally and biologically high-risk infants

PROJECT NAME: Demonstration Project to Integrate Hearing and Hearing Impaired in Child Care

PROJECT DIRECTOR: Gail Solit

STREET ADDRESS: Gallaudet University Child Development Center
800 Florida Ave., N.E.
Washington, DC 20002

TELEPHONE: (202) 651-5130

FUNDING PERIOD: 1988-91

MAJOR GOAL: To develop a model for integrating hearing impaired children with hearing children in a developmental child care program emphasizing cognitive, social and linguistic development.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Video
  - It's Not So Hard (17 minutes, on the program's first year)
- Manuals and Directory
- Questionnaire about staff satisfaction in integrated child care programs
- Articles (three articles in three different Gallaudet publications on the integration program)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Mainstreaming hearing impaired preschool children
- Interagency collaboration
- Deafness

PROJECT NAME: Headed Home

PROJECT DIRECTOR: Kathy Katz

STREET ADDRESS: CG-S2, Bles Building
3800 Reservoir Rd.
Washington, DC 20007

TELEPHONE: (202) 687-8649
(202) 687-8784 (Katz)

FAX: 202-687-1954

FUNDING PERIOD: 1988-91

MAJOR GOAL: To promote optimal developmental outcomes for very low birth weight infants at risk for significant disabilities.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Video Training Series for Inpatient Medical Care Providers
- Available from VORT CORP.--P.O. Box 60880, Palo Alto, CA 94306--telephone (415) 322-8282
  - Chronically Ill and At-Risk Infants: Family-Centered Intervention From Hospital to Home (manual)
  - Tips from Tots (curricula)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Implementing developmental intervention in hospital settings
- Transition of medically fragile infants from hospital to home
- Training of professionals to serve at-risk and handicapped infants (special education and related)

PROJECT NAME: Integrated Preschool Project

PROJECT DIRECTOR: Elizabeth Fesler

STREET ADDRESS: Rosemount Center
2000 Rosemount Ave., N.W.
Washington, DC 20010

TELEPHONE: (202) 265-9885

FUNDING PERIOD: 1988-91

MAJOR GOAL: To develop and implement an interagency collaborative model for delivery of integrated special education and related services for young children with disabilities, within existing preschools for children who are developing normally.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Available from Rosemount Center: Booklets and audio tapes in English and Spanish:
  - Language Development
  - Activities Parents Can Do to Help in the Development
  - Special Concerns
- Handbook for Family Day Care Home Providers for Children with Special Needs

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Integrating special needs services into daycare
- Bilingualism

PROJECT NAME: Carousel Preschool Program

PROJECT DIRECTOR: Pamela Osnes

STREET ADDRESS: FUHI, USF MHG3-126
13301 Bruce B. Downs Blvd.
Tampa, FL 33612-4899

TELEPHONE: (813) 974-4565

FUNDING PERIOD: 1988-91

MAJOR GOAL: To demonstrate an integrated, less restrictive preschool model that will provide preventative early intervention for young children with serious behavior problems in order to enable these children to function normally in public school kindergartens after discharge, and to avoid having these children classified for special education by the public schools.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Program Manual
- Program Video
- Curriculum Manual (under development)
- Staff Training Direct Observation System Manual
- Follow-Up Manual (under development)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Pre-Kindergarten regular/special education integration strategies
- Staff training in integrated settings
- Post-discharge follow-up strategies

PROJECT NAME: Project Alliance

PROJECT DIRECTOR: Merle Karnes & Helen Shapira

STREET ADDRESS: Colonel Wolfe School
403 E. Healey
Champaign, IL 61820

TELEPHONE: (217) 384-2940
(217) 359-0287

FUNDING PERIOD: 1987-90

MAJOR GOAL: To develop training modules and consultation procedures that will enable parents to take a more active role in the planning and delivery of services to their handicapped children, and to improve the skills of professionals in collaborating with parents and interagency and intra-agency teams.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Parent Workbooks, Booklets:
  - Communicating with Professional Staff
  - Thinking About Family Strengths/Needs
  - Thinking About Priorities
  - Preparing for the Planning Meeting
  - Attending the Planning Meeting
  - Transition
  - Self-Esteem: Believing in Your Parenting Skills
  - Questions to Ask at Staffings
- Staff Workshops:
  - Communication Skills
  - Pre-Meeting Preparation: Establishing Collaboration
  - Developing the IEP/IFSP: Joint Decision Making
  - Interagency Collaboration

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Training parents to:
  - Value their knowledge of their child
  - Ask questions at staffings
  - Become informed decision makers
- Training staff to:
  - Value parents' information
  - Respond to parents' questions
  - Establish collaboration with parents and other staff members

PROJECT NAME: Project TTAP (Technology Team Assessment Process)

PROJECT DIRECTOR: Patricia Hutinger

STREET ADDRESS: Western Illinois University
27 Horrabin Hall
Macomb, IL 61455

TELEPHONE: (309) 298-1014
FAX: 309-298-2222

FUNDING PERIOD: 1989-92

MAJOR GOAL: To develop a technology assessment model based on decision theory to assess young children's ability to use a variety of functional technology applications. The cost-effective model also includes recommendations and follow-up procedures for children with severe disabilities, their families and staff. A CD-ROM for child assessment and for training personnel will be developed.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Switch Handler (software that can be used for a variety of different reinforcement conditions)
- Technology Assessment Manual (in development)
- Technology Assessment Video (in development)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Issues related to conducting a computer assessment
- Technology resource information

PROJECT NAME: Early Identification, Assessment and Tracking of High-Risk Infants and Families

PROJECT DIRECTOR: Nancy Meck

STREET ADDRESS: Children's Rehabilitation Unit
39th & Rainbow Blvd.
University of Kansas Medical Center
Kansas City, KS 66160

TELEPHONE: (913) 588-5900

FUNDING PERIOD: 1987-90

MAJOR GOAL: To develop a model service program to identify, assess, and track high-risk infants and toddlers and their parents, and to develop a model for interdisciplinary training of health care personnel to provide these services.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Community collaboration
- Neonatal Intensive Care Unit (NICU) transitions
- NICU follow-up and tracking
- Pediatric resident training in the area of developmental disabilities and assessment

PROJECT NAME: RAPIDS (Rural Alternatives for Preschool Integrated Delivery of Services)

PROJECT DIRECTOR: David Lindeman

STREET ADDRESS: Kansas University Affiliated Program
2601 Gabriel
Parsons, KS 67357

TELEPHONE: (316) 421-6550, Ext.1769
FAX: 316-421-6550, use manual phone on fax, tell operator FAX FOR EXT.1864
SPECIALNET: KSKUBCR
SCAN: UAF.KS.PAR

FUNDING PERIOD: 1988-91

MAJOR GOAL: To examine delivery of educational services in integrated day care and preschool settings for children with special needs.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Videos:
  - RAPIDS (overview of project and purpose in integration)
  - Reciprocal Peer Tutoring (demonstrates how to develop and design peer tutoring strategies between preschoolers with special needs and nondisabled peers)
  - Transition Planning (developing a transition team and team planning process for transition from preschool to kindergarten (under development))
- Computer Managed Data-Based System for Matching Child and Family Needs to Day Care Settings
- Manuscripts:
  - Determining Instructional Characteristics of Kindergarten Classrooms to Facilitate Successful Transition for Specialized Preschool Programs
  - Reciprocal Peer Tutoring Between Preschoolers With and Without Disabilities

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Overcoming obstacles to integration
- Integration of children with special needs into day care and community preschool settings
- Transition strategies
- Reciprocal peer tutoring

PROJECT NAME: Transagency Services for Young Exceptional Children

PROJECT DIRECTOR: Melissa Harrison

STREET ADDRESS: Infant Development Center
629 Westbrook St.
South Portland, ME 04106

TELEPHONE: (207) 879-4126

FUNDING PERIOD: 1987-90

MAJOR GOAL: To strengthen the present interagency system by improving entry into services through transdisciplinary/transagency screening and assessment of preschool children, and by closing gaps in the continuum of services for children with handicaps by providing an integrated classroom for children with severe/profound handicapping conditions.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Transdisciplinary assessment
- Integrated therapy
- Transagency program management

PROJECT NAME: Dynamic Individualized Family Service Plan IFSP) System for Rural Remote Regions

PROJECT DIRECTOR: Ted Maloney

STREET ADDRESS: 52 N. Corbin Hall
University of Montana
Missoula, MT 59812

TELEPHONE: (406) 243-5467
FAX: 406-243-2349

FUNDING PERIOD: 1987-90

MAJOR GOAL: In conjunction with the Developmental Disabilities Division and Montana's family support service providers, to demonstrate a dynamic IFSP system for implementing part of P.L. 99-457 services for infants and toddlers with handicaps and their families. The system is designed for a home-based service delivery model in rural regions.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Project Manual:
  - The Dynamic IFSP System: Service Model for Implementing P.L. 99-457 in Rural Regions
- Project Booklets:
  - The Dynamic IFSP System Guideline for Developing IFSPs
  - The Dynamic IFSP System Guideline for Implementing IFSPs
  - The Dynamic IFSP System Guideline for Evaluating IFSPs
  - The Dynamic IFSP System Guideline for Including IFSP Evaluations
  - The Dynamic IFSP System Guideline in Program Accountability

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Rural systems for home-based service delivery
- IFSP systems and processes
- Problem-solving IFSP strategies
- Accountability systems
- Linked assessment-implementation-evaluation systems

PROJECT NAME: The Dynamic Communication Process Project

PROJECT DIRECTOR: Ted Maloney

STREET ADDRESS: 52 N. Corbin Hall
University of Montana
Missoula, MT 59812

TELEPHONE: (406) 243-5467
FAX: 406-234-2349

FUNDING PERIOD: 1990-93

MAJOR GOAL: To demonstrate a dynamic communication process model to improve communication outcomes between parents and professionals in the provision of P.L. 99-457 early intervention services.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Project materials will not be available until year two (1991-92).
- A project manual and individual guidelines will be developed which highlight effective communication strategies for:
  - Planning for the IFSP
  - IFSP meetings
  - Implementing IFSP services

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- IFSP systems for rural service systems
- Family-focused services
- Home-based services
- Communication processes in service planning and delivery
- Family/professional relationships
- Transition

PROJECT NAME: VIDEO-SHARE

PROJECT DIRECTOR: Richard Vanden Pol

STREET ADDRESS: Division of Educational Research and Service
School of Education, University of Montana
Missoula, MT 59812

TELEPHONE: (406) 243-5344

FAX: 406-243-2797

FUNDING PERIOD: 1987-90

MAJOR GOAL: To develop an assessment regime of classroom survival skills required in school-age placements; to prepare a permanent videotaped record of child behavior to supplement objective performance documentation; and to use periodic videotape records of classroom interventions to guide parents in encouraging their child's skills.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Classroom Practices:
  - CO-TEACH Procedures Manual (Volume I): The Service Model (150 pages, $25.00)
  - CO-TEACH Replication Site User's Guide (4 pages, $3.50)
  - A guide to Preschool Activities for Children with Handicaps (4 pages, $1.00)
- Materials By and For Parents:
  - A Mom's Perspective on Early Intervention (4 pages, $1.00)
  - Robbie (37 pages, $5.50)
  - Acceptance is Only the First Battle (43 pages, $6.50)
  - What Professionals Can Do To Help Marriages Survive (and) The Risk of Divorce: What Parents Can Do To Help Themselves (3 pages, $1.00)
  - What Parents Valued Most From Early Intervention Professionals (and) What Parents Want From Early Intervention Professionals (5 pages, $1.00)
  - Not Just Another Meeting (or Things to Think About Before You Attend Another IEP/CST/IFSP) (2 pp. $1)
  - Suggested Readings for Professionals and Families Seeking to Form Effective Partnerships (2 pages, $1)
- Transition Practices:
  - CO-TEACH Procedures Manual (Volume II): The Transition Model (100 pages, $20.00)
  - CO-TEACH Self-Instructional Guide to Local Norm-Referencing; Predicting Transition Success ($10.00)
  - MERIT Curriculum: Montana Early Intervention for Readiness in Transition ($55.00)
  - CO-TEACH Individual Transition Plan Assessment ($20.00)
- Rural Network Monograph Series:
  - (Contact project for list of nine products)
- Videotape: (20-day preview for a $20.00 fee applicable to purchase price)
  - The Impact of a Child With Handicaps on the Family: Mother's Perspectives (1 Hour, $40.00)
- Research Articles: (single copies available at no cost--contact project of list of three articles)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Direct services to preschool children with disabilities
- Technical assistance with videotaping for transitions, assessment, education placement, etc.
- Special education curricula for preschoolers and pre-Kindergarten
- Program evaluation
- Family support

PROJECT NAME: Collaborative Medical and Developmental Support Services Project

PROJECT DIRECTOR: Betsy Gibbs

STREET ADDRESS: Clinical Genetics and Child Development Center
Dartmouth-Hitchcock Medical Center
Hanover, NH 03756

TELEPHONE: (603) 646-7884

FUNDING PERIOD: 1988-91

MAJOR GOAL: To design and implement a model that links the medical and developmental/psychoeducational fields and provides specialized support and information services to families and primary caregivers (medical, developmental and educational) of children with genetic and prenatally determined disorders (GPDDs).

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- (in development) Condition Summaries on Various Genetic Conditions:
  - Fragile X
  - Cornelia de Lange
  - Williams
  - etc.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Medical-educational collaboration issues
- Surviving year 1 of an HCEEP grant

PROJECT NAME: Successful Integration of Infants and Toddlers with Handicaps Through Multidisciplinary Training

PROJECT DIRECTOR: Martha Eshoo

STREET ADDRESS: AGH Model Projects
Lancaster School
Millville St.
Salem, NH 03079

TELEPHONE: (603) 898-1858

FUNDING PERIOD: 1990-93

MAJOR GOAL: The demonstration project responds to the need of providing infants and toddlers with handicaps with opportunities to achieve optimal functional levels in integrated day care settings through multidisciplinary training. It will build on the already established training experiences which assess mandatory competencies to care for infants and toddlers with normal developmental expectancies. Additional training will extend the competency base of all child care staff.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Integration of children with special needs in child care
- Developing infant/toddler environments

PROJECT NAME: Parent/Infant Project

PROJECT DIRECTOR: Patricia Piektivitch

STREET ADDRESS: Morristown Memorial Hospital
Box 32
100 Madison Ave.
Morristown, NJ 07962-1956

TELEPHONE: (201) 540-5209

FUNDING PERIOD: 1988-91

MAJOR GOAL: To demonstrate that preventive intervention can have a positive impact on developmental outcomes for infants with severe neonatal illness; and to develop a replicable three-tiered ecological preventative intervention model.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- (In process of writing)
  - A Curriculum for Very Low Birth Weight Infants

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Neonatal Intensive Care Unit experience
- Providing services to infants at-risk, birth to two years
- Management issues

PROJECT NAME: Project Ta-ko's

PROJECT DIRECTOR: Mary Render

STREET ADDRESS: Alta Mira Specialized Family Services
3201 Fourth St., N.W.
Albuquerque, NM 87107

TELEPHONE: (505) 345-6889

FUNDING PERIOD: 1987-90

MAJOR GOAL: Project Ta-Ko's is an inservice training model designed to increase the probability that children and their families will receive services that are responsive to and supportive of the preferences and routines/lifeways of the family (family-centered). The model is competency-based, sensitive to the characteristics of adult learners, and delivered within a three-phase framework--allowing for a maximum of feedback, support, and follow-up activities.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Family-Centered Curriculum: (comprised of the following five training modules designed for parents and health care and education professionals)
  - Family-Centered Approach in Early Childhood Special Intervention
  - Understanding Family Uniqueness through Cultural Diversity
  - Another Way to View Child Development: An Interactive Approach to the Integration of the Sensorimotor System, Communication and Temperament
  - Transition to Public School for Families of Young Children with Special Needs
  - Family Networking: Linking Families, Friends and Professionals

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Any of the above
- Family support
- IFSP development
- The change process for individuals and programs

PROJECT NAME: Project TIME (Timely Interventions within Medical/Developmental Environments)

PROJECT DIRECTOR: Ginny Munsick-Bruno

STREET ADDRESS: Department of Pediatrics
Neonatology Division
UNMH 4 North
Albuquerque, NM 87131

TELEPHONE: (505) 277-3946

FUNDING PERIOD: 1988-91

MAJOR GOAL: To develop and test an innovative family-centered multicultural model of service delivery designed to improve the developmental outcomes of extremely low birth weight infants.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:
- Neonatal Environment Profile (physical/social)
- Contact project for other titles

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:
- Supporting/training medical staff in family & child development issues (interdisciplinary team approach)
- Infant assessment & tracking system (hospital) follow-up for high-risk
- Infant and toddler death issues
- Ethnographic/storytelling types of interviewing with families
- Teaching the hospital "culture" to early childhood community personnel
- Training volunteer parents to work in the hospital as parent-to-parent support
- IFSP in hospitals
- Assessing the Neonatal Intensive Care Unit physical/social environment

PROJECT NAME: Crossroads: A Cooperative Transagency Program for Preschool Culturally/Linguistically Diverse Exceptional Children

PROJECT DIRECTOR: Isaura Barrera Metz

STREET ADDRESS: 875 Elmwood Ave.
Buffalo, NY 14222

TELEPHONE: (716) 886-5857

FUNDING PERIOD: 1987-90

MAJOR GOAL: To develop and implement a comprehensive, multiagency service delivery model for handicapped and developmentally at-risk culturally/linguistically diverse children from birth to age five, and their families, in Western New York State.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- English Language Development Of Linguistically Diverse Preschoolers
- Early Childhood and Cultural/Linguistic Diversity: An Introduction to the Challenges Posed by Preschool Exceptional Children from Diverse Cultural and Linguistic Backgrounds
- Honoring The Differences: Six Essential Features of Serving Culturally/Linguistically Diverse Children with Special Needs

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Comprehensive case management
- Transagency framework service pooling
- Integration of services into existing settings
- Behavioral expectations
- Behavioral assessments in a non-English language
- Cultural awareness training
- Cross-cultural communication training

PROJECT NAME: The CHILD Project (Children with Handicaps Integrated for Learning in Day Care)

PROJECT DIRECTOR: Nancy Johnson-Martin

STREET ADDRESS: Child Development Unit
Department of Pediatrics
Box 3364
Duke University Medical Center
Durham, NC 27710

TELEPHONE: (919) 684-5032

FUNDING PERIOD: 1987-90

MAJOR GOAL: To facilitate the transition to full services for handicapped children, birth to age six, in Durham County.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Developed by the Project but Available from Paul Brookes Publishing:
  - Carolina Curriculum for Preschoolers with Special Needs
  - Carolina Curriculum for Handicapped Infants and Infants At-Risk--Revised (Available Spring 1991)
- Papers:
  - Assessment of Low Functioning Children
  - Maternal Depression & Feelings of Parental Competence in Families of Handicapped Infants
  - Five-Year-Olds Who Qualify for Special Education Programs: A Comparison of the "Old & New" Stanford-Binet
  - Day Care and Preschool Children with Special Needs: Parents' Perspectives

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Infant assessment, assessment of hard-to-assess children
- Preschool assessment & screening; problems in eligibility determination
- Collaboration with local Interagency Coordinating Councils and education units

PROJECT NAME: MED-ED (MEDical-EDucational Early Intervention Project)

PROJECT CO-DIRECTORS: Carl Dunst & Melinda Raab

STREET ADDRESS: Family, Infant and Preschool Program
300 Enola Rd.
Morganton, NC 28655

TELEPHONE: (704) 433-2661

FUNDING PERIOD: 1989-92

MAJOR GOAL: To demonstrate a collaborative approach for meeting the educational and health-related needs of medically fragile and vulnerable handicapped infants and toddlers, and their families.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Start-up of a community-based family-focused project for medically fragile children and their families in rural areas
- Issues relating to supporting families and the role of the health care provider in supporting family-centered care

PROJECT NAME: Project SEARCH II (Systems Effects of the Acquisition of Response-Contingent Human Behavior)

PROJECT DIRECTOR: Carl J. Dunst

STREET ADDRESS: Family, Infant and Preschool Program
300 Enola Rd.
Morganton, NC 28655

TELEPHONE: (704) 433-2661

FUNDING PERIOD: 1990-93

MAJOR GOAL: To demonstrate the multiple, systems-level effects of the acquisition of response-contingent behaviors by severely, multiply handicapped preschoolers on the behaviors of teachers in preschool classroom settings.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Documentation of Systems Influences of Early Intervention
- Learning Games Manual
- Toy and Switch Manuals
- Available after January 1, 1991:
  - Bibliography and Resource List

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Severe/profound population
- Response-contingent learning activities
- Family involvement
- IFSP development
- Use of response-contingent learning techniques in the classroom

PROJECT NAME: Project CATCH: A Collaborative Approach to the Transition from the Hospital to the Community and Home

PROJECT DIRECTOR: Nancy Hansen

STREET ADDRESS: Children's Hospital
Section of Neonatology
700 Children's Dr.
Columbus, OH 43205

TELEPHONE: (614) 461-6795

FUNDING PERIOD: 1987-90

MAJOR GOAL: To establish a central clearinghouse to create partnerships with local communities which facilitate intervention team development, case management, information exchange, and follow-up of families and infants.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Curriculum for Health & Education Professionals on Medically Fragile Infants (in preparation)
- Currently available portions of the above curriculum:
  - Overview
  - Physician's Perspective (including Medical Severity Index)
  - Pharmacist's Perspective
  - Nutritionist's Perspective
  - Respiratory Equipment
  - IFSP Format
  - Sample Newsletters (for community awareness & networking)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Developing interdisciplinary intervention teams (health, family, infant development) in diverse communities (currently working in 34 counties)

PROJECT NAME: BASE (Building A Strong Environment)

PROJECT DIRECTOR: Diane Bricker

STREET ADDRESS: Center on Human Development
Clinical Services Building
University of Oregon
901 E. 18th St.
Eugene, OR 97403

TELEPHONE: (503) 686-3568

FUNDING PERIOD: 1988-91

MAJOR GOAL: To improve the quality of service delivery and to increase resources for abused/neglected infants and toddlers with developmental delays.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Evaluation and Programming System for Infants and Young Children (EPS I)
- Evaluation and Programming System for Infants and Young Children (EPS II)
- EPS Parent Forms (Levels I & II)
- EPS Training Packets
- Activity-Based Intervention Videotape
- Evaluation and Programming System Paper
- Set of Assessment Activities for Infants, Toddlers and Preschoolers
- EPS I Curriculum
- EPS Replication Paper

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- The linked system
- Background and description of EPS assessment
- Family-guided intervention
- Writing IEP's and IFSP's
- Activity-based intervention
- Program monitoring and evaluation

PROJECT NAME: Community Organization and Video Technical Assistance Model for Establishing Quality Supplemental Daycare for Handicapped Children

PROJECT DIRECTOR: George Singer

STREET ADDRESS: Oregon Research Institute
1899 Willamette, Suite 2
Eugene, OR 97403

TELEPHONE: (503) 342-8445

FUNDING PERIOD: 1989-92

MAJOR GOAL: To develop a model program for establishing and maintaining quality day care and afterschool care for children with special needs, birth to age eight years, who are currently in infant, toddler, preschool and early elementary school special education programs.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Teaching People with Developmental Disabilities (video curricula--available from Research Press, Champaign, IL)
- Support and Education for Families (manual) (stress management and behavior management for parents of children with disabilities)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Video production
- Integrated daycare
- Models for family support and education

PROJECT NAME: An Active Learning Approach to the Acquisition of Functional Program Solving Skills for Young Children with Multiple Disabilities

PROJECT CO-DIRECTORS: Charity Rowland & Dean Inman

STREET ADDRESS: Oregon Research Institute
425 S.E. 11th Ave.
Portland, OR 97214-1318

TELEPHONE: (503) 232-9154

FAX: 503-232-6423

FUNDING PERIOD: 1990-93

MAJOR GOAL: To design active learning experiences for children with multiple disabilities to enable them to learn the generic skills necessary to solve problems that arise in the physical environment.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Cognitive development in children with severe and multiple disabilities

PROJECT NAME: Parents and Infants Responding (PAIR)

PROJECT DIRECTOR: S. Kenneth Thurman

STREET ADDRESS: 291 Ritter Annex
Temple University
Philadelphia, PA 19122

TELEPHONE: (215) 787-6018--Thurman
(215) 221-2441--Project PAIR

FUNDING PERIOD: 1989-92

MAJOR GOAL: To develop a model in NICU's which targets single, low-income, adolescent mothers and their low-birth-weight (<1800 grams) babies. The model stresses parent child interaction and parental empowerment and is family-centered.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:
- Project Brochure
- Manuals (to be developed in various pertinent areas)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:
- Development and implementation of family-centered services in neonatal intensive care
- Working with low-income adolescents
- Mother-infant relationships and interactions
- Ecological approaches to service delivery

PROJECT NAME: Developmental Support for Medically Handicapped Children

PROJECT CO-DIRECTORS: Heidi Feldman & Stephen Bagnato

STREET ADDRESS: Children's Hospital of Pittsburgh
Child Development Unit
3705 Fifth Ave. @ Desoto St.
Pittsburgh, PA 15213-2583

TELEPHONE: (412) 647-5560

FUNDING PERIOD: 1988-91

MAJOR GOAL: To ensure consistent, comprehensive early intervention services to children with medical handicaps during hospitalization through transition to community-based services.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Letter in Introduction to the Project
- Can We Lend A Hand? (A checklist created by a parent-professional team for the family component of the IFSP for use in acute care settings.)
- Bedside "My Developmental Support Plan" (A bedside form outlining child strengths, goals and environmental considerations during hospitalization.)
- We are also editing insightful and educational videotapes of parent panelists discussing their experiences in hospital settings.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Conducting early intervention services in a hospital setting: from both clinical and organizational perspectives
- Clinical issues with chronically ill infants and toddlers
- Family-centered practice in an acute care setting

PROJECT NAME: Project KIDS (Keying Integration in Day Care/Preschool Settings)

PROJECT DIRECTOR: Maureen Guth

STREET ADDRESS: ARC of Centre County
305 S. Burrowes St.
State College, PA 16801

TELEPHONE: (814) 238-2105

FUNDING PERIOD: 1988-91

MAJOR GOAL: To develop a longitudinal, rural model of early intervention focusing on the integration of young children with developmental delays or conditions associated with handicaps.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Issues related to integrating preschoolers in a rural community
- Methods & tools for ongoing assessment of preschoolers

PROJECT NAME: Project ECHO (Ecological Caregiving for Home Outcomes)

PROJECT DIRECTOR: Crystal Kaiser

STREET ADDRESS: Center For Early Childhood
East Tennessee State University
Box 15,520A
Johnson City, TN 37614-0002

TELEPHONE: (615) 929-5662 or 929-5615

FAX: 615-929-5770

FUNDING PERIOD: 1987-90

MAJOR GOAL: To develop, implement and evaluate a replicable ecological model of family-centered, transdisciplinary service delivery for medically fragile/developmentally high risk newborns, beginning in the Neonatal Intensive Care Unit and continuing through transitions to community services.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Project and Clinic Brochures
- Copies of Published Articles
- Model Description Literature

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Neonatal Intensive Care Unit intervention
- Hospital-based family support
- Medical-developmental teaming

PROJECT NAME: A Model for Early Childhood Special Education Program Development in Rural Settings

PROJECT DIRECTOR: Wayne Fox

STREET ADDRESS: Center for Developmental Disabilities
University of Vermont
499-C Waterman Building
Burlington, VT 05405
TELEPHONE: (802) 656-4031
FAX: 802-656-8429 (To: W. Fox 64031)

FUNDING PERIOD: 1987-90

MAJOR GOAL: To develop, implement, evaluate and disseminate a model for establishing or improving school district programs that serve young children with handicaps and their families in rural settings.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:
- Best Practices in Early Childhood Special Education (self-assessment tool)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:
- Model program development for the delivery of services for children from three to five years-old with special needs

PROJECT NAME: Project APIP (Alexandria Preschool Intervention Project)

PROJECT DIRECTOR: Penny Wald

STREET ADDRESS: Charles Barrett Elementary School
1115 Martha Custis Dr.
Alexandria, VA 22302

TELEPHONE: (703) 824-6965 (Sept.-June 15)
(703) 549-9690 (Summer)

FUNDING PERIOD: 1988-91

MAJOR GOAL: To develop and disseminate an integrated model where three and four year-old children with mild to moderate handicaps are educated with their normally developing peers in a normalized preschool setting. Housed in a public school and staffed by an early childhood special educator and assistant, the model is designed to serve 12 children with a 1:1 h/nh ratio.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- The APIP Integrated Preschool Model (A comprehensive guide to educate children with and without disabilities in early childhood settings.)
- The C.H.I.L.D. Curriculum (A scope and sequence of skills for children aged 2-5 years in the areas of Cognitive, pHysical, Interpersonal, and Language Development.)
- The Family Involvement Triangle (FIT) (A step-by-step consumer oriented approach for building relationships and collaborations with preschool families.)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Implementing an integrated early childhood program for moderately handicapped and nonhandicapped three to five year-olds
- The FIT approach to family-directed involvement
- Specific strategies which enable teachers to address the language and social development of children with special needs in mainstreamed settings

PROJECT NAME: LRE Sensitive Curriculum: Mediated Learning

PROJECT CO-DIRECTORS: Kevin Cole & Joseph Jenkins

STREET ADDRESS: Experimental Education Unit WJ-10
University of Washington
Seattle, WA 98195

TELEPHONE: (206) 543-4011
FAX: 206-543-8480

FUNDING PERIOD: 1988-90

MAJOR GOAL: To develop, implement, evaluate and disseminate a comprehensive mediated learning program to maximize development of children within a least restrictive environment, and to prepare handicapped preschoolers to enter a least restrictive environment.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Available June, 1991:
  - Preschool Curriculum (based on the theories of Lev Vygotsky and Reuven Feurestein, and specifically designed to facilitate integration of children who are typically developing and children with disabilities)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Preschool curriculum development
- Efficacy evaluation

PROJECT NAME: Washington PAVE/Family Empowerment Project

PROJECT DIRECTOR: Dorothy Cline

STREET ADDRESS: 12208 Pacific Highway, S.W.
Tacoma, WA 98499
TELEPHONE: (206) 588-1741
FAX: 206-588-1771

FUNDING PERIOD: 1987-90

MAJOR GOAL: To empower parents of children who are handicapped or at-risk to access, utilize and coordinate county-wide resources, and to provide comprehensive county-wide planning for the delivery of a continuum of services for infants, toddlers and preschoolers who are handicapped or at-risk.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Family Resource Coordinator's Training Manual
- Parent Resource Guide
- Interagency Coordinating Council Parent Handbook

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Parent participation in case management
- Parents' roles in the IFSP process
- IFSP development/process
- Family resources coordination - case management
- Paraprofessional parents as family resource coordinators

PROJECT NAME: Investigation of Direct and Indirect Effects of Contingency Intervention Upon Handicapped Infants and Their Mothers

PRINCIPAL INVESTIGATOR: Richard Brinker

STREET ADDRESS: Illinois Institute for Developmental Disabilities
1640 W. Roosevelt Rd.
Mail Code 627
Chicago, IL 60608

TELEPHONE: (312) 413-1563
SPECIALNET: ILUICSPED
BITNET: U45281 at UICVM

FUNDING PERIOD: 1988-91

MAJOR GOAL: To test the theory that early contingency intervention will increase a handicapped infant's motivation to explore the environment and thereby facilitate development.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Discovering the Competent Handicapped Infant: A Process Approach to Assessment and Intervention
- The Microcomputer as Perceptual Tool: Searching for Systematic Learning Strategies With Handicapped Infants
- Making the World Work with Microcomputers: A Learning Prosthesis for Handicapped Infants
- Models for the Clinical Interpretation of Individual Subject Learning Data

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Development of intentionality in severely handicapped infants
- Use of microcomputers to establish contingency awareness

PROJECT NAME: Project Assist

PRINCIPAL INVESTIGATOR: Paula Beckman

STREET ADDRESS: Department of Special Education
1308 Benjamin Building
University of Maryland
College Park, MD 20742-1121

TELEPHONE: (301) 454-2118

FUNDING PERIOD: 1989-92

MAJOR GOAL: To examine the effectiveness of an intervention program consisting of family assistance plus traditional infant intervention; to examine the long-term effects of the project; and to integrate Project Assist into the ongoing Infant/Toddler program in Prince George's County.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Families
- Parent support
- Family stress

PROJECT NAME: Enhancing the Use of Mastery Behaviors by Young Children with Severe Cognitive Delays

PRINCIPAL INVESTIGATOR: Susan Hupp

STREET ADDRESS: University of Minnesota, Twin Cities
Department of Educational Psychology
258 Burton Hall
178 Pillsbury Dr., S.E.
Minneapolis, MN 55455

TELEPHONE: (612) 624-1003

FUNDING PERIOD: 1989-92

MAJOR GOAL: To determine effective methods of facilitating the use of mastery behaviors by young children with severe cognitive/developmental delays.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Exploring the World Through Play (booklet for parents and teachers describing child play behaviors that relate to learning)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Play of young children
- Early concept development
- Early use of words--receptive/expressive

PROJECT NAME: Early Communication Enhancement Project--Use of Total Communication

PRINCIPAL INVESTIGATOR: Betsy Gibbs

STREET ADDRESS: Child Development Center
Dartmouth-Hitchcock Medical Center
Hanover, NH 03756

TELEPHONE: (603) 646-7884

FUNDING PERIOD: 1988-91

MAJOR GOAL: To evaluate the effectiveness of a total communication approach in promoting language development in young children with Down Syndrome.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Developing a videotape and other materials for practitioners

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Speech & language issues
- Use of total communication with young children with Down Syndrome

PROJECT NAME: A Comparison of Four Interventions for Very Low Birth Weight Infants At Risk for Medical Complications and Developmental Disabilities

PRINCIPAL INVESTIGATORS: Philippa Campbell & Susan Leib

STREET ADDRESS: Family Child Learning Center
90 West Overdale Dr.
Tallmadge, OH 44278

TELEPHONE: (216) 633-2055 (Campbell)
(216) 379-8590 (Leib)

FAX: 216-633-2658

FUNDING PERIOD: 1989-92

MAJOR GOAL: To compare immediate and long-term effects of intervention conditions that combine experimental Neonatal Intensive Care Unit (NICU) intervention and experimental home-based intervention for hospitalized, at-risk preterm infants, and to examine effects of medical and other environmental factors (e.g., length of stay in NICU, number of hospitalizations) on outcome measures.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- NICU intervention (developmental care)
- Follow-along supportive intervention

PROJECT NAME: Experimental Comparison of Parent Training Approaches

PRINCIPAL INVESTIGATOR: Cordelia Robinson

STREET ADDRESS: Human Development Center
Winthrop College
Rock Hill, SC 29733

TELEPHONE: (803) 323-2244

FUNDING PERIOD: 1988-91

MAJOR GOAL: To evaluate the effectiveness of validated individual parent training programs when delivered in a group setting.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Teaching Skills Inventory

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Parent-child interaction
- Teaching skills inventory

PROJECT NAME: Analysis of Motor Skills Intervention

PRINCIPAL INVESTIGATORS: Eva Horn & Steve Warren

STREET ADDRESS: Box 328
Peabody of Vanderbilt
Nashville, TN 37203

TELEPHONE: (615) 322-8277

FUNDING PERIOD: 1988-91

MAJOR GOAL: To conduct a thorough, carefully controlled comparative analysis of the effects of neuromotor and behavioral approaches on motor skill intervention with young children who have cerebral palsy.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Transdisciplinary Programming for Young Children with Multiple Handicaps (slide show)
- Integration Motor Skills Intervention into Classrooms/Day Care (slide show)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Motor skills assessment
- Transdisciplinary models
- Activity-based programming

PROJECT NAME: Colorado Registry for Children with Special Needs

PROJECT DIRECTOR: Ellen Mangione

STREET ADDRESS: Colorado Department of Health
4210 E. 11th Ave.
Denver, CO 80220
TELEPHONE: (303) 331-8330
FAX: 303-329-3102

FUNDING PERIOD: 1990-92

MAJOR GOAL: To develop and implement an automated information management system for tracking, managing and planning services for infants and toddlers with special needs and their families.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Report: Colorado's Children with Special Needs
- Co-Track: The Colorado Demonstration Project for an Automated Information Management System for Children with Special Needs (prospectus)
- Information Management Survey (form)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Developmental strategies for creating an integrated Information Management System

PROJECT NAME: Establishing an Early Intervention Information Management System for Ohio

PROJECT CO-DIRECTORS:	Cindy Oser	Sue Benford
STREET ADDRESS:	Early Intervention Unit Ohio Department of Health 131 N. High St., Suite 411 Columbus, OH 43215	Public Health Information Systems 6065 Franz Rd. Suite 205 Dublin, OH 43017
TELEPHONE:	(614) 644-8389	(614) 766-4242
FAX:	614-752-8739	614-766-1186

FUNDING PERIOD: 1990-92

MAJOR GOAL: To develop an automated information management system for early intervention in Ohio by refining a local, interactive data collection software system and merging state and local data into an unduplicated data set for reporting, tracking, and evaluation of early intervention services.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Brochure describing the eiTrac(registered trademark) software system
- Information Packet and Demonstration Diskette of eiTrac(registered trademark)
- Abstract of Project

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Development of information management systems (especially working with state and local agency linkages)
- Development/customization of early intervention tracking software
- Other related computer/data and information system issues

PROJECT NAME: Preparation of Early Childhood Paraprofessionals and Related Professionals to Deliver Integrated, Developmentally Focused Child Care for Medically Fragile Infants and Toddlers

PROJECT DIRECTOR: Hal Lewis

STREET ADDRESS: JFK Child Development Center
UCHSC, 4200 E. 9th Ave., Box C-234
Denver, CO 80262

TELEPHONE: (303) 270-8826

FUNDING PERIOD: 1989-92

MAJOR GOAL: To develop a systematic inservice training program to prepare paraprofessionals and trainees in related disciplines to deliver developmentally focused child care to medically fragile infants and toddlers in normalized, nonsegregated settings.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Available March, 1990:
  - Training Manual for Interdisciplinary Training for Assessment and Intervention with Medically Fragile Infants and Toddlers (Curriculum)
  - Case Management Skills for Medically Fragile Infants, Toddlers and Their Families
- Available Through UCHSC Nursing School:
  - First Start Curriculum and Videotapes:
  - Health Care and Paraprofessional Training in areas of Medically Fragile Young Children

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Medically fragile infants and toddlers
- Family dynamics and adjustment
- Social and emotional issues in young developmentally disabled children and their families
- Interdisciplinary team assessment and intervention approaches

PROJECT NAME: Birth-to-Three Inservice Training Project

PROJECT DIRECTOR: Mary Beth Bruder

STREET ADDRESS: Division of Child & Family Studies
UCHC--Pediatrics
The Exchange, Suite 164
Farmington, CT 06032

TELEPHONE: (203) 674-1485
FAX: 203-679-1220

FUNDING PERIOD: 1987-90

MAJOR GOAL: To develop, implement and evaluate a model of inservice training for early interventionists in Connecticut.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Workbooks: ($1.50 each. Checks payable to UCHC)
  - W1 Behavior Management
  - W2 Building Teams
  - W3 Case Reviews
  - W4 Cultural Sensitivity: Working with Puerto Rican Families
  - W5 Data Collection
  - W6 Determining Child Goals
  - W7 Discharge Planning in the Intensive Care Nursery
  - W8 Effective Communication
  - W9 Family Assessment
  - W10 Home Visits
  - W11 Individual Family Service Plans
  - W12 Integration
  - W13 Integration in Community Nursery School Settings
  - W14 Interagency Collaboration
  - W15 Program Evaluation
  - W16 Program Planning
  - W17 Programming for Groups
  - W18 Related Services
  - W19 Screening
  - W20 Transition

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Competency-based training
- Assessments for infants and toddlers
- Child goals and objectives
- Intervention strategies for infants and toddlers
- Teaming
- Family Assessments
- IFSP's

PROJECT NAME: Bridging the Gap: Inservice Training for Child Care Personnel

PROJECT DIRECTOR: Victoria Rab

STREET ADDRESS: George Washington University
2201 G St., N.W.
Funger Hall 524
Washington, DC 20052

TELEPHONE: (202) 994-6170

FUNDING PERIOD: 1989-92

MAJOR GOAL: To develop a replicable inservice model to train multidisciplinary child care personnel to serve young children with handicaps in integrated, community-based programs.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Inservice training
- Mainstreaming young children
- Training child care providers

PROJECT NAME: Developmental Intervention in the Hospital: A Videotape Series For Professionals and Parents

PROJECT DIRECTOR: Judith L. Pokorni

STREET ADDRESS: Georgetown University Child Development Center
Bles Building, CG-52
3800 Reservoir Rd., N.W.
Washington, DC 20007

TELEPHONE: (202) 687-8635
FAX: 202-687-1954

FUNDING PERIOD: 1987-90

MAJOR GOAL: To develop an effective inservice program to provide neonatal and pediatric caregivers with knowledge, skills, and attitudes needed to respond to the developmental needs of chronically ill and severely handicapped infants.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- VIDEO SERIES: Developmental Intervention for Hospitalized Infants:
  (Available from Polymorph Films, 118 South St., Boston, MA 02111. Call 1-800-223-5107 for free preview. Any one title: purchase $175, rental $50. Any three titles: purchase $375. Complete NICU Series: seven videos $750. Complete PEDS Series: three videos $375. Free previews are available. Study Guides and Pre/Post Tests accompany the videos.)
  - NICU Videotape Series (Staff)
    - Preemie Development: An Overview (The stages of preemie development: behavioral states, physiologic and motor responses and attentional reactions. 14 minutes)
    - The Preemie and the NICU Environment (A preemie's stress and self-comforting behaviors, ways to reduce excessive stimulation and facilitate self-comforting in the NICU. 16 minutes)
    - Positioning and Handling the High-Risk Infant (Using positioning and handling to normalize muscle tone and movement patterns. 15 minutes)
    - The Growing Preemie (Ways to promote sleep, encourage alert times, reduce fussiness and facilitate feeding in the growing preemie. 12 minutes)
    - Helping Families in the Special Care Nursery (How to identify parent feelings and coping strategies, and ways in which staff can help parents adjust to the NICU experience. 14 minutes)
  - NICU Videotape Series (Parent)
    - Parenting the Acutely Ill Infant (Helps parents to better understand and care for their infant's needs, and encourages them to become more actively involved. 14 minutes)
    - Parenting the Growing Preemie (Gives parents an overview of preemie development, encourages handling and interaction with their hospitalized infant and prepares them for discharge. 9 minutes)
  - PED Videotape Series (Staff)
    - Promoting the Development of Infants with Prolonged Hospitalization (Promoting development through play, by adjusting routines, using proper positioning and handling techniques, and involving the family. 13 minutes)
    - Helping Families of Infants with Prolonged Hospitalization (Promoting successful parent/infant interaction and strategies for optimizing family adjustment in preparation for discharge. 11 minutes)
    - Parenting the Infant with Prolonged Hospitalization (Helps parents cope with having an infant in the pediatric unit, assists them in becoming actively involved and provides strategies for helping siblings and grandparents. 12 minutes)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Neonatal Intensive Care Unit intervention
- Inservice training
- Video production
- Chronically ill/medically fragile infants
- Hospital to home transition

PROJECT NAME: Best Practices in Integration (BPI)

PROJECT CO-DIRECTORS: Susan Shuster; Susan Kontos

STREET ADDRESS:
Inst. for the Study of Developmental Disabilities
2853 E. 10th St.
Bloomington, IN 47405

Department of CD & FS
Purdue University
West Lafayette, IN 47907

TELEPHONE: (812) 855-6508
FAX: 812-855-9630
SPECIALNET: UAF.IN.BLOOM
SCAN: UAF.IN.BLOOM

(317) 494-2942
317-496-1144

FUNDING PERIOD: 1989-92

MAJOR GOAL: To develop an inservice training model for early interventionists moving from direct to indirect consultative services. The model encompasses both didactic and field-based training. The project will examine the effectiveness of a training model in a two-tier system in which both consultants (early interventionists) and direct service providers (early childhood education teachers/caregivers) receive training.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Training Manual: The Consultation Role for Early Intervention Specialists (five modules covering integration of young children with handicaps and aspects of the consultant role, including role definition and interpersonal and problem-solving skills)
- Literature Review--The Consultant Role: Review of Literature and Implications for Early Intervention

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- The consultation process in early childhood settings
- Community integration models
- Use of didactic and field-based training

PROJECT NAME: Early Intervention Team Training Project

PROJECT DIRECTOR: Jeffri Brookfield-Norman

STREET ADDRESS: Human Development Institute
University of Kentucky
114 Mineral Industries Building
Lexington, KY 40506-0051

TELEPHONE: (606) 257-8281

SCAN: UAF.KY

FUNDING PERIOD: 1987-90

MAJOR GOAL: To develop, implement, evaluate and disseminate a model of inservice training with a multidisciplinary focus for personnel and parents who are responsible for providing services and care to infants and toddlers with handicaps.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Inservice Training Modules: (including training manuals and audio/visual materials):
  - Communication in Infancy: Assessment and Intervention
  - Enhancing Child Development: Assessment and Intervention in Dyadic Interaction

PROJECT NAME: Project Lexington

PROJECT DIRECTOR: Rebecca Howe

STREET ADDRESS: Human Development Institute
University of Kentucky
114 Mineral Industries Building
Lexington, KY 40506-0051

TELEPHONE: (606) 257-3465

FUNDING PERIOD: 1989-92

MAJOR GOAL: To develop a program to train child care personnel in the skills needed to facilitate the integration of children with handicaps, particularly those with severe and multiple handicaps, into generic child care settings.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Introduction: Project Lexington Curriculum Framework (a 21 page document summarizing the knowledge, skills and attitudes necessary for the provision of quality early childhood services to children with developmental disabilities in integrated settings)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Developing a multi-disciplinary training program for generic child care staff preparing to provide services to children with disabilities in integrated early childhood programs

PROJECT NAME: Building Blocks: An Early Childhood Inservice Education Program For Speech Language Pathologists & Audiologists

PROJECT DIRECTOR: Camille Catlett

STREET ADDRESS: American Speech-Language-Hearing Association (ASHA)
10801 Rockville Pike
Rockville, MD 20852

TELEPHONE: (301) 897-5700
FAX: 301-571-0457

FUNDING PERIOD: 1990-93

MAJOR GOAL: To develop, demonstrate, and evaluate inservice education procedures, focusing on service delivery to infants and toddlers (0-2) with disabilities and their families. Speech-Language pathologists and Audiologists from the 50 states and the District of Columbia will be eligible to participate in project inservice education activities. Events are also open to other key personnel who may work or are interested in providing services to infants, toddlers, and their families.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Project Narrative

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Funding sources
- Ongoing training events within states
- Technical assistance in general
- Sources of information

PROJECT NAME: Training Occupational Therapists in Early Intervention

PROJECT DIRECTOR: Barbara Hanft

STREET ADDRESS: American Occupational Therapy Association
1383 Piccard Dr.
Box 1725
Rockville, MD 20850-4375

TELEPHONE: (301) 948-9626

FUNDING PERIOD: 1987-90

MAJOR GOAL: To improve the delivery and management of occupational therapy early intervention servicers for infants and toddlers, birth to age two years, with special needs, and their families.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Available from AOTA: (1-800-THE AOTA)
  - Family-Centered Care: An Early Intervention Resource Manual (a collection of over 40 articles, speeches, book excerpts and annotated bibliographies from different disciplines (OT, PT, social work, anthropology, nursing, education, psychology) and parents re: family-centered care)
  - Guidelines for Occupational Therapy Services in Early Intervention and Preschool Services (sourcebook)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Using parents as trainees
- Developing inservice programs which emphasize interactive learning activities
- Effective collaboration

PROJECT NAME: Development of a Replicable Coaching Model to Provide Inservice Training for Community Based Day-Care, Nursery, and Preschool Programs Serving Infants, Toddlers, and Preschoolers with Disabilities

PROJECT DIRECTOR: Estella Fair

STREET ADDRESS: University of Southern Mississippi
Southern Station Box 5163
Hattiesburg, MS 39406

TELEPHONE: (601) 266-5163

FAX: 601-266-5755

FUNDING PERIOD: 1989-92

MAJOR GOAL: To develop and implement a flexible inservice training model to enhance the ability of child care programs to serve young children with disabilities. This model is providing on-site training using an individualized coaching model to increase the skills of professionals and paraprofessionals in working effectively with young children with disabilities.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Children with Special Needs in Child Care (an awareness level narrated slide presentation)
- Inservice Trainers Procedures Manual (currently under development)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Inservice training of child care providers
- Coaching model for training
- Health care needs

PROJECT NAME: Missouri TIKES: Training Individuals to Care for Exceptional Students

PROJECT DIRECTOR: Bob Busch

STREET ADDRESS: 217 Townsend Hall
University of Missouri-Columbia
Columbia, MO 65211

TELEPHONE: (314) 882-1386

FUNDING PERIOD: 1989-92

MAJOR GOAL: To develop an interdisciplinary, collaborative, consultative training model to prepare day care personnel to work with young children with handicaps in an integrated community-based setting.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Newsletters
- Brochures

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Interdisciplinary approaches to training daycare providers in working with handicapped children including:
  - Curricula for training daycare providers
  - On-site demonstrations

PROJECT NAME: TIE (Teams in Early Intervention)

PROJECT CO-DIRECTORS: Gail Beam & Meave StevensDominguez

STREET ADDRESS: DD Division
Department of Pediatrics
UNM School of Medicine
Albuquerque, NM 87131
TELEPHONE: (505) 843-2794 or (505) 272-3000
FAX: 505-277-8845

FUNDING PERIOD: 1990-93

MAJOR GOAL: To develop and implement an inservice training model that increases the competencies of individual disciplines and early intervention teams (including family members) in order to promote high quality family-centered services.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Step-In-Time Curriculum
- Guide for Family-Centered Services

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Technical assistance and training to early intervention programs
- Facilitating program change toward family-centered services
- Concept programming for infants and young children
- Ethnographic interviewing
- Child assessment

PROJECT NAME: UNM Family Context Model

PROJECT DIRECTOR: Meave StevensDominquez

STREET ADDRESS: DD Division
Department of Pediatrics
UNM School of Medicine
Albuquerque, NM 87131

TELEPHONE: (505) 277-3946

FUNDING PERIOD: 1987-90

MAJOR GOAL: To develop an inservice training curriculum that incorporates a family-centered approach to training personnel who serve infants and toddlers, birth to age two years, who are at risk for or have developmental disabilities, and their families; and to develop a "Team Building Manual" for early childhood special education personnel to use in staff development.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- IFSP Criterion Checklist ($2.00)
- Guide For Family-Centered Services ($5.00)
- Family Survey Form ($2.00)
- Step In Time Curriculum Overview (topic outlines & competencies) ($15.00)
- Step In Time Curriculum (final copy, available Nov., 1990)
- Training Agendas and Formats are now available upon request

Make checks payable to: Developmental Disabilities Division
Mail to: Marlys Harrison
Early Childhood Training Unit
DDD/UNM School of Medicine
Albuquerque, NM 87131

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Technical assistance and training for early intervention programs
- Facilitating program change toward family-centered services
- Concept programming for infants and young children
- Child assessment

PROJECT NAME: From Hospital To Home

PROJECT DIRECTOR: M. Virginia Wyly

STREET ADDRESS: State College at Buffalo
1300 Elmwood Ave., HC 305
Buffalo, NY 14222-1095

TELEPHONE: (716) 878-6027

FAX: 716-878-4039

FUNDING PERIOD: 1987-90

MAJOR GOAL: To develop and implement a training curriculum for medical residents to train in effective communication strategies with families of infants and toddlers with disabilities.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Curriculum: A Case Study Approach to Training Medical Residents to Communicate More Effectively with Families of At-Risk Young Children
- Videotape: Parents Speak to Health Professionals

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Training medical residents: problems and pitfalls
- Developing training modules for a medical team

PROJECT NAME: Family Specialist Training Program

PROJECT DIRECTOR: Tess Bennett

STREET ADDRESS: Family, Infant & Preschool Program
Western Carolina Center
300 Enola Rd.
Morganton, NC 28655

TELEPHONE: (704) 433-2661

FUNDING PERIOD: 1987-90

MAJOR GOAL: To provide on-site inservice training to staff in existing early intervention programs in order to improve services to handicapped infants, birth through age two years, and their families.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Training Modules
  - Developing Individualized Family Support Plans: A Training Manual
    (contact: Brookline Books, P.O. Box 1046, Cambridge, MA 02238 Phone: (800) 666-book)
- Available in 1991:
  - Promoting Family Involvement through Partnerships and Communication
  - Family-Centered Case Management
  - Facilitating Transitions to Other Settings
  - Interpreting and Understanding Child-Caregiver Interactions
  - Responsive Intervention in Center-Based Programs
    (contact: Communication Skill Buildings/Therapy Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 Phone: (602) 323-7500

For more information contact:
Family Specialist Training Program
300 Enola Rd.
Morganton, NC 28655
(704) 433-2661 or 438-6541

Tess Bennett, Ph.D.
Alma Watson, Ed.D.
Donna Nelson, M.S.
Barbara Lingerfelt, M.A.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Inservice training techniques
- Adult learning strategies
- On-site follow-up

PROJECT NAME: Early Integration Training Project (EITP)

PROJECT DIRECTOR: Dennis Sykes

STREET ADDRESS: Center for Special Needs Populations
Ohio State University
700 Ackerman Rd., Suite 440
Columbus, OH 43202

TELEPHONE: (614) 447-0844

FUNDING PERIOD: 1989-92

MAJOR GOAL: To develop a program for training child care, administrative, and support services personnel to serve young children with disabilities in an integrated setting; and to develop a system for training trainers.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:
- Planning for "institutionalization" of project approach
- Interagency collaboration

PROJECT NAME: The Inservice Model

PROJECT DIRECTOR: Cynthie Johnson

STREET ADDRESS: 30 E. Broad St.
Room 1275
Columbus, OH 43266-0415

TELEPHONE: (614) 466-7203

FUNDING PERIOD: 1987-90

MAJOR GOAL: To develop an inservice training model that emphasizes a multi-agency approach to training personnel to provide services to young children, birth through age two years, with or at risk for handicapping conditions, and their families.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Ohio Department of MR/DD's Early Intervention Competencies
- Early Intervention Course Descriptor
- Sample RFP to Colleges/Universities
- Sample EI Summer Inservice Training Announcements
- Samples of Participant Application and Enrollment Verification Forms
- Sample Course Evaluation
- (a manual is being constructed at this time)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Early intervention competencies
- Networking with colleges and university faculty
- Advertising available coursework

PROJECT NAME: Inservice Training for Related Services Personnel Serving Medically Fragile Children Aged 0-8

PROJECT DIRECTOR: Gerald Smith

STREET ADDRESS: OHSU/CDR
P.O. Box 574
Portland, OR 97207
TELEPHONE: (503) 494-8313
FAX: 503-494-4447

FUNDING PERIOD: 1990-93

MAJOR GOAL: To develop, field-test, evaluate, revise and disseminate a model inservice training package for related services personnel (nurses, OT's, PT's, speech pathologists, psychologists, administrators, and other, non-certified staff) who serve medically fragile children aged 0-8.

PROJECT NAME: Collaborative Consultation: Inservice Training for Related Service Personnel in Early Intervention

PROJECT CO-DIRECTORS: Howard Goldstein & Louise Kaczmarek

STREET ADDRESS: Child Language Intervention Program-WPIC
University of Pittsburgh
500 Iroquois Bldg.
Pittsburgh, PA 15213

TELEPHONE: (412) 624-0921
FAX: 412-624-0672

FUNDING PERIOD: 1990-93

MAJOR GOAL: To develop, implement and evaluate a competency-based inservice training program to teach related service personnel a model of consultation, based on the establishment of collaborative teams serving infants, toddlers and preschoolers with disabilities; and to experimentally measure the effects of training on related service personnel as well as teachers and parents who receive consultative services.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:
- Language Intervention in the Classroom: A Collaborative Consultation Model (unpublished manuscript)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:
- Competency-based inservice training
- Collaborative consultation with teachers and parents by related service personnel
- Individualized inservice training
- Approaches to team service delivery and consultation

PROJECT NAME: The Wasatch Project: Transdisciplinary, Consultant-Based Training Program for Migrant and/or Rural Head Start Personnel

PROJECT CO-DIRECTORS: Diane Behl & Mark Innocenti

STREET ADDRESS: DCHP, USU
Logan, UT 84322-68050

TELEPHONE: (801) 750-2006

FUNDING PERIOD: 1989-92

MAJOR GOAL: To develop a transdisciplinary, consultant-based training model for staff in Head Start programs to enable them to work effectively with young children with handicaps in integrated settings.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Curriculum & Monitoring Systems (CAMS) (curricula in various developmental areas)
- Let's Be Social (social skills curriculum)
- Skills For School Success (kindergarten survival skills curriculum)
- Coincidental Teaching (training package for paraprofessionals to use coincidental teaching skills)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Rural/migrant issues
- Paraprofessional training issues
- Social/survival skills
- Transition issues

PROJECT NAME: Wisconsin Family-Centered Inservice Project (WFCIP)

PROJECT DIRECTOR: George Jesien

STREET ADDRESS: UW-Madison
Waisman Center
1500 Highland Ave.
Madison, WI 53705

TELEPHONE: (608) 263-5022
FAX: 608-263-0529

FUNDING PERIOD: 1990-93

MAJOR GOAL: To develop course content, materials and state-wide organizational structure to implement a family-focused interdisciplinary, option early intervention inservice course for related services personnel.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

(None yet. Plan on developing:
- Self-assessment instruments
- Curriculum modules
- Peer coaching and mentoring strategies
- Distance learning alternatives

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Personnel preparation critical issues (role of parents in personnel preparation)
- Minority recruitment and retention
- Training content and procedures development
- Distance learning

PROJECT NAME: Interdisciplinary-Interagency Training and Technical Assistance: Enhancing Service Delivery to Chemically Dependent Infants and Families

OUTREACH DIRECTOR: Vickie Kropenske

STREET ADDRESS: UCLA Intervention Project
1000 Veterans Ave.
Room 23-10
Los Angeles, CA 90024

TELEPHONE: (213) 825-4821 (office)
825-4622 (Kropenske)

FUNDING PERIOD: 1988-91

MAJOR GOAL: To provide training to direct service providers, program administrators, state agency personnel and graduate students. The training focuses on medical, developmental and psychosocial characteristics of infants prenatally exposed to drugs; family needs; intervention strategies; interdisciplinary/interagency collaboration; and evaluation of child/family progress.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Prenatal Substance Abuse: The Threat and the Challenge (educational videotape)
- Special Care for Special Babies (pamphlet/reference guide for caregivers of prenatally drug-exposed infants)
- A Special Baby's Book (a "baby booklet" for substance-exposed infants in foster care)
- The Development of Young Children of Substance-Abusing Parents: Insights from Seven Years in Intervention and Research (article)
- A Preventive Intervention Model for Chemically Dependent Parents (chapter)
- Assessment/Intervention Guides (risk assessment guides for prenatally drug-exposed infants and their caregivers)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Development and implementation of in-home intervention programs servicing infants and toddlers who were prenatally exposed to drugs and/or alcohol
- Staff training and development related to intervention services for chemically dependent families

PROJECT NAME: Project CHAMP

OUTREACH DIRECTOR: Cindy Bernheimer

STREET ADDRESS: Department of General Pediatrics
UCLA School of Medicine
12-311 MDCC
Los Angeles, CA 90024-1752

TELEPHONE: (213) 206-3981

FUNDING PERIOD: 1988-91

MAJOR GOAL: To promote understanding of the psychological needs of chronically ill children and their families; demonstrate an interdisciplinary approach to services and develop the IFSP and work with local and state agencies to develop effective service delivery systems.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Caring for Chronically Ill Children: An Innovative Approach for Care (reprint of article published in Children's Health Care, 1987)
- A Guide for Planning for the Psychological Needs of the Young Hospitalized Child
- Brochures:
  - Development in the Hospitalized Infant and Child
  - When Parents Need To Be Away
  - When Your Child is in the Hospital
  - Coping with Painful Procedures

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Developmental impact of chronic illness in children 0-5 and their families
- Planning intervention for the hospitalized chronically ill young child and family
- Cognitive and behavioral outcomes for young chronically ill children

PROJECT NAME: KEEPSAFE Project Outreach Services

OUTREACH DIRECTOR: Jo Blum

STREET ADDRESS: Kempe Center
1205 Oneida St.
Denver, CO 80220

TELEPHONE: (303) 321-3963

FUNDING PERIOD: 1988-91

MAJOR GOAL: To train and provide technical assistance to professionals serving abused and neglected children and their families and personnel in a variety of community agencies.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Brochure

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Child Abuse and Neglect Issues:
  - Assessment/intervention with infants and preschoolers
  - Identification and reporting child abuse/neglect
  - Staff problems and concerns
  - Interagency coordination
  - Classroom intervention--child and family

PROJECT NAME: Developmentally Appropriate Environments for 0-5 Handicapped Children

OUTREACH DIRECTOR: Lois Rho

STREET ADDRESS: Stephen August Early Intervention Center
1686 Waterbury Rd.
Cheshire, CT 06410

TELEPHONE: (203) 272-3577

FUNDING PERIOD: 1988-91

MAJOR GOAL: To provide training and follow-up support to professionals working with children aged 0-5 years. Training focuses on developmentally appropriate environments, knowledge of physical and functional aspects of environments, equipment characteristics, and principles of selection and arrangement of learning materials.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Outreach (a newsletter)
- Developmentally Appropriate Environments for Young Children: A Creative Approach
- Active Learning Environments: A Manual for the Cheshire Environmental scale Designed for Teachers of Young Children (manual)
- Filmstrip (accompanies Active Learning Environments manual)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Developmentally appropriate environments for young children
- Dissemination procedures on a state-wide basis
- Training opportunities in planning environments for young children
- Parent involvement

PROJECT NAME: FACTS--Family and Agency Collaboration Through Technical Support

OUTREACH DIRECTOR: Dianne Smith

STREET ADDRESS: Box 161593
Altamount Springs, FL 32716-1593

TELEPHONE: (407) 682-3703

FUNDING PERIOD: 1989-92

MAJOR GOAL: To train trainers in three states in family-centered and community collaborative services.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:
- Parent training--by parents for parents--PL 99-457
- "Building Family Strengths" model--Ohio

PROJECT NAME: Georgia Developmental Therapy Preschool Outreach Project

OUTREACH DIRECTOR: Karen Davis

STREET ADDRESS: 125 Minor St.
Athens, GA 30606
TELEPHONE: (404) 549-3030, 369-5689, 548-4363(home)
FAX: 404-542-2321

FUNDING PERIOD: 1990-93

MAJOR GOAL: To assist the State of Georgia and local agencies improve and expand therapeutic services to children, aged 2-8 years, and their families; and to assist in the development of a system for early intervention services in Georgia. The primary focus will be on the children who are evidencing problems in overall development due to social-emotional delays or who are seriously emotionally disturbed. The outreach process has four phases: information dissemination, program planning assistance, training and technical assistance, and evaluation assistance.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Books: (Available from PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78758)
  - Developmental Therapy in the Classroom (1986, $24.00)
  - Life Space Intervention: Talking with Children and Youth in Crisis (1990, $24.00)
  - Developmental Art Therapy (1977, $24.00)
  - Developmental Therapy for Young Children with Autistic Characteristics (1978, $24.00)
  - The Developmental Therapy Objectives (1979, $14.00)
  - Developmental Therapy Sourcebook: Volume I; Music, Movement, and Physical Skills (under revision)
  - Developmental Therapy Sourcebook: Volume II; Fantasy and Make-Believe (under revision)
- Videos: (all videos are now being revised)
  - Developmental Therapy: An Overview (1976)
  - The Stage I Class: A Place for Responding and Trusting (1976)
  - The Stage II Class: Where Children Learn Individual Skills (1976)
  - The Stage III Class: Learning Skills for Group Participation (1976)
- Filmstrips: (contact project for listing of seven filmstrips, all with audiotape, available at no charge on a loan basis)

(WRITTEN requests for audio/visuals should be sent four weeks before the desired use date. $5.00 handling fee and a separate $20.00 deposit--refunded on return of loaned a/v's-is required for all a/v mailings. A/v's are loaned for two weeks ONLY. Order a/v's from the National Technical Assistance Office, 125 Minor St., Athens, GA 30606.)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Training in developmental therapy
- Technical assistance in:
  - Inservice teacher training
  - Information dissemination
  - Program planning
- Teacher training in understanding children's social-emotional development in service delivery and outreach process delivery
- Needs assessment and evaluation to achieve above
- Relating to audiences and understanding their needs

PROJECT NAME: Rutland Developmental Therapy Outreach Project

OUTREACH DIRECTOR: Karen Davis

STREET ADDRESS: 125 Minor St.
Athens, GA 30606
TELEPHONE: (404) 549-3030, 369-5689, 548-4363(home)
FAX: 404-542-2321

FUNDING PERIOD: 1989-92

MAJOR GOAL: To help states and local agencies improve and expand therapeutic services to children, aged 2-8 years, with social, emotional, or behavioral disorders, and their families. The outreach process has four phases: information dissemination, program planning assistance, training and technical assistance, and evaluation assistance.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Books: (Available from PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78758)
  - Developmental Therapy in the Classroom (1986, $24.00)
  - Life Space Intervention: Talking with Children and Youth in Crisis (1990, $24.00)
  - Developmental Art Therapy (1977, $24.00)
  - Developmental Therapy for Young Children with Autistic Characteristics (1978, $24.00)
  - The Developmental Therapy Objectives (1979, $14.00)
  - Developmental Therapy Sourcebook: Volume I; Music, Movement, and Physical Skills (under revision)
  - Developmental Therapy Sourcebook: Volume II; Fantasy and Make-Believe (under revision)
- Videos: (All videos are now being revised)
  - Developmental Therapy: An Overview (1976)
  - The Stage I Class: A Place for Responding and Trusting (1976)
  - The Stage II Class: Where Children Learn Individual Skills (1976)
  - The Stage III Class: Learning Skills for Group Participation (1976)
- Filmstrips: (Contact project for listing of seven filmstrips, all with audiotape, available at no charge on a loan basis.)

(WRITTEN requests for audio/visuals should be sent four weeks before the desired use date. $5.00 handling fee and a separate $20.00 deposit--refunded on return of loaned a/v's-is required for all a/v mailings. A/v's are loaned for two weeks ONLY. Order a/v's from the National Technical Assistance Office, 125 Minor St., Athens, GA 30606.)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Training in developmental therapy
- Technical assistance in:
  - Inservice teacher training
  - Information dissemination
  - Program planning
- Teacher training in understanding children's social-emotional development in service delivery and outreach process delivery
- Needs assessment and evaluation to achieve above
- Relating to audiences and understanding their needs

PROJECT NAME: Preschool Preparation and Transition (PPT) Outreach Project

OUTREACH DIRECTOR: Lynne Yamashita

STREET ADDRESS: Department of Special Education
University of Hawaii
Wist Hall, Room 208
1776 University Ave.
Honolulu, HI 96822

TELEPHONE: (808) 956-6917 or 956-7956
FAX: 808-956-5713

FUNDING PERIOD: 1990-93

MAJOR GOAL: To replicate the PPT model statewide, thereby increasing the effectiveness of early intervention programs in preparing handicapped infants for least restrictive preschool environments.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- PPT Final Report (1986-89)
- Transition Notebook
- Parent Education Modules:
  - What's in a Transition?
  - Legal Rights for Children with Special Needs
  - Preparing My Child for Independence
  - Who is the Transition Coordinator?
  - Parents and the IEP Meeting

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Preschool survival skills:
  - Assessment
  - Curriculum
- Supporting preschoolers with special needs in mainstream preschool settings
- Systems change efforts to increase placement opportunities in mainstream preschool settings

PROJECT NAME: Outreach to Infants in Rural Settings

OUTREACH DIRECTOR: Jennifer Olson

STREET ADDRESS: Counseling and Special Education Department
University of Idaho
Moscow, Idaho 83843

TELEPHONE: (208) 885-6159

FAX: 208-885-7607

FUNDING PERIOD: 1988-91

MAJOR GOAL: To provide technical assistance to direct service providers, state and local Interagency Coordinating Councils, and state personnel involved in early intervention.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Booklet Series:
  - Parents as Partners Series (PL 99-457 Primer)
- Manuals:
  - A Systems Approach to Assessing and Selecting Family Goals for the Individualized Family Service Plan
  - Outreach to Infants in Rural Settings Infant Monitoring Project Program and Procedural Manual
  - Delivering Sensitive Information to Families of Handicapped Infants and Young Children
  - Warren Center Child Development Program Intervention for Handicapped Children Program and Procedural Manual
- Monograph:
  - The Parent/Family Support Network Series
- Video:
  - Case Management Training Tape

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Family guided service
- The team building process
- Case management
- Identifying and monitoring at-risk infants
- Delivering sensitive information

PROJECT NAME: Programming for Early Education of Children with Handicaps (PEECH)

OUTREACH DIRECTOR: Merle Karnes

STREET ADDRESS: Room 220
Colonel Wolfe School
403 E. Healey St.
Champaign, IL 61820

TELEPHONE: (217) 333-2533
FAX: 217-333-5847

FUNDING PERIOD: 1990-93

MAJOR GOAL: To train selected site personnel in the procedures for developing, implementing, and demonstrating a model early education program for preschool children with disabilities.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Training Workshops:
  - PEECH Model Overview
  - Promoting Social Interaction in Integrated/Mainstreamed Preschool Classrooms
  - Family Involvement Overview
  - The Effect of the Child with Disabilities on the Family
  - Implementing a String Family Involvement Program
  - Facilitating Communication
  - Developmentally Appropriate
  - Transition
  - Planning Time and Space
  - Planning and Implementing Group Meetings

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- The PEECH Model
- Screening, diagnosis, and the IEP
- Systems approach to involving families
- Integration/Least Restrictive Environment
- Ongoing assessment and programming
- Environment conductive to learning
- Transition
- Staff development
- Teaming
- Interagency collaboration
- Program evaluation

PROJECT NAME: Project ACTT (Activating Children Through Technology)

OUTREACH DIRECTOR: Patti Hutinger

STREET ADDRESS: 27 Horrabin Hall
Western Illinois University
Macomb, IL 61455
TELEPHONE: (309) 298-1014
FAX: 309-298-2222
SPECIALNET: WILU
SCAN: WILU

FUNDING PERIOD: 1989-92

MAJOR GOAL: To teach program personnel and families with children, 0-8 years old, who have or are at risk for handicaps, to use microcomputer applications.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Training Modules: (each module contains videotape, background and support materials, resource and parts list, references, learner competencies, suggested uses, and computer activities)
  - Available from Macomb Projects, College of Education, Western Illinois University, Macomb, IL 61455, (309) 298-1634):
    - Children with Severe Disabilities (7 videotapes in this series, $45.00 each)
    - Preschoolers (7 videotapes in this series, $45.00 each)
    - Infants and Toddlers (3 videotapes in this series, $45.00 each)
- ACTTion News (quarterly newsletter) ($16.00/year)
- Macomb Projects' Computer Products:
  - Peek & Speak (Echo or Votrax) ($49.95)
  - Switch 'N See ($12.00)
  - EasyCom ($39.95)
  - Master Blaster ($12.00)
  - Epson "Looker" Programs ($39.95)
  - Simple Switch Activities ($20.00)
  - Software You Can Use in Early Childhood ($5.00)
  - ACTT Starter Kit ($40.00)
  - KID-KAT ($17.00)
  - ACTT Curriculum ($40.00)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Technology applications for 0-8 year-olds, severe to mild
- Individual consultations

PROJECT NAME: Bridging Early Services Transition Outreach Project

OUTREACH DIRECTOR: Sharon Rosenkoetter

STREET ADDRESS: Associated Colleges of Central Kansas
105 E. Kansas Ave.
McPherson, KS 67460

TELEPHONE: (316) 241-7754
FAX: 316-241-5153

FUNDING PERIOD: 1990-93

MAJOR GOAL: To assist states and local personnel in promoting positive transitions between service programs and settings for young children with special needs and their families. Positive transitions require interagency cooperation, family involvement, and child preparation.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Reprints of articles related to transition
- Brochure
- Instruments to facilitate transition planning

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Transitions:
  - Birth to age five
  - Hospital to community services
  - Home-based special preschool to kindergarten
  - The sponsors of one agency to that of another
  - Special services to community programs
  - Segregated services to integrated services
- Interagency cooperation
- Family involvement
- Child preparation

PROJECT NAME: PREP (Parsons Regional Early Education Program/Outreach)

OUTREACH DIRECTOR: Lee Snyder-McLean

STREET ADDRESS: KUAP/Parsons
Box 738
Parsons, KS 67357

TELEPHONE: (316) 421-6550, Ext.1775

FUNDING PERIOD: 1988-91

MAJOR GOAL: To train state-wide early intervention programs based on individualized needs assessment in the appropriate components of the PREP model. Components include: multidimensional curriculum, home carry-over package, an interactive treatment procedure, a range of service delivery options and a manual with organizational, instructional, data collection and teaching principles.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- PREP Curriculum:
  - Generic Skills Inventory (GSI)
  - Specific Skills Inventory (SSI)
  - Manual (experimental edition--being revised)
- Home Carry-Over Letters Packet
- Joint Action Routines (experimental edition--being revised)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Facilitating communication and early language skill development in home and center-based settings
- Service delivery in rural areas
- Our curriculum and procedures

PROJECT NAME: Project STEPS (Sequenced Transition to Education in the Public Schools) Outreach Project

OUTREACH DIRECTOR: Beth Rous

STREET ADDRESS: Child Development Centers of the Bluegrass
465 Springhill Dr.
Lexington, KY 40503

TELEPHONE: (606) 278-0549

FUNDING PERIOD: 1989-92

MAJOR GOAL: To build a state-wide, interagency training and technical assistance network for the transition of young handicapped children from early intervention to preschool and from preschool to school programs.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Helpful Entry Level Skills Checklist (Transition) HELS
- Instructional Strategies for HELS
- Access Directory for Parents
- Steps Replication Manual

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Transition for preschool handicapped children
- Interagency coordination (state, regional, local)

PROJECT NAME: Maine's Birth to Five Early Intervention Outreach Model (Project Reach ME)

OUTREACH DIRECTOR: Anne Chaisson

STREET ADDRESS: State House Station 146
87 Winthrop St.
Augusta, ME 04333

TELEPHONE: (207) 289-3272

FUNDING PERIOD: 1989-92

MAJOR GOAL: To provide training state-wide to help sites replicate program practices from three HCEEP models, emphasizing family focused, community-based interventions, team assessment, and programming strategies for enhancing parent-child or staff-child interactions.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:
- Video: Family Focused Intervention--The First of Four Early Intervention Institutes

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:
- Interagency collaboration

PROJECT NAME: Project WIN Outreach

OUTREACH DIRECTOR: Geneva Woodruff

STREET ADDRESS: South Shore Medical Center
77 B Warren St.
Brighton, MA 02135
TELEPHONE: (617) 783-7300
FAX: 617-783-7305

FUNDING PERIOD: 1989-92

MAJOR GOAL: To provide public awareness and module replication training for transagency and transdisciplinary team models of service delivery to professionals who are serving, or planning to serve, drug exposed children with HIV infection and their families.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Community Service Delivery for Children with HIV Infection and Their Families: A Manual for Planners, Service Providers, Families and Advocates

  Topics of the above manual include:
  - Principles of family-centered, community-based service delivery
  - Forming and maintaining a transagency board
  - Hiring, training, and supervising staff
  - Transdisciplinary services
  - Transagency case management
  - Conducting a community needs assessment
  - Formulating a program mission statement
  - Eligibility, informed consent, and confidentiality
  - Planning Individualized Family Service Plans
  - Evaluating child and family outcomes

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Awareness Training: (focusing on educating professionals and the public about the service needs of drug exposed children who are HIV infected and their families)
  - Transmission and the course of adult and pediatric AIDS
  - Daily care issues associated with service delivery
  - Characteristics and special service needs of drug exposed children who are HIV infected and their families
  - Intervening with drug exposed and HIV infected children and their families
  - Legal and policy issues surrounding service provision
  - Components of the transdisciplinary and transagency models of service delivery
- Replication Training: (focusing on educating program teams and community service agencies to implement WIN transagency model components)
  - The assessment of local services and resources
  - The development of a transagency board
  - Developing and implementing individualized family service plans for drug exposed children with HIV infection and their families
  - Transagency care management
  - Team building, support, and training
  - Planning and policy development

PROJECT NAME: BEACON Outreach Project

OUTREACH DIRECTOR: Peter Hainsworth

STREET ADDRESS: 376 Bridge St.
Dedham, MA 02026

TELEPHONE: (617) 329-5529

FUNDING PERIOD: 1990-93

MAJOR GOAL: To provide development, training, and support in replicating the BEACON model services for screening, assessing, and working with 2-7 year-old children from diverse cultures and language groups.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Bilingual Adaptations of the Preschool Screening System (18 languages: Spanish, French, Italian, Portuguese, Cape Verdean, Greek, Chinese, Vietnamese, Cambodian, Tagalog/Ilocano, Laotian, Japanese, Samoan, Armenian, Yupik, Farsi, Hebrew, and more in process)
- Using ERIN Multiculturally

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Outreach methods and purposes
- Curriculum and assessment

PROJECT NAME: Early Recognition Intervention Network (ERIN) Outreach Project

OUTREACH DIRECTOR: Marian Hainsworth

STREET ADDRESS: 376 Bridge St.
Dedham, MA 02026

TELEPHONE: (617) 329-5529

FUNDING PERIOD: 1989-92

MAJOR GOAL: To provide training and support on relocating ERIN model services for children with special needs, aged 2-7 years, to personnel and parents in state agencies, public schools, Head Start, preschools, daycare, and other programs in 10-12 states.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Products List (curriculum and assessment materials available from this project--30 books and A/V materials)
- ERIN Curriculum Kits: 2-7 Year-Old Children
- Preschool Screening System
- Developmental Inventory of Learned Skills, Birth to 8 Years-Old
- Let's Begin Learning: Birth to 2 Curriculum (Field Trial Edition)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Outreach methods and purposes
- Curriculum and assessment

PROJECT NAME: The Transactional Intervention Program: A National Outreach Training Project

OUTREACH DIRECTOR: Amy Powel

STREET ADDRESS: High/Scope Educational Research Foundation
600 N. River St.
Ypsilanti, MI 48198

TELEPHONE: (313) 485-2000
FAX: 313-485-0704

FUNDING PERIOD: 1989-92

MAJOR GOAL: To provide training and technical assistance in 15 states to replicate the RTIP model, a family-focused early intervention program to promote child development through enhanced parent-child interactions.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

(Materials developed for Transactional Intervention Program from 1983-89 are currently being updated and revised and will be published and available through the High/Scope Press later this year.)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Assessment of parent-child interaction
- Intervention strategies for working with parents and infants/toddlers
- Developing goals and objectives for families and children
- Research (adult-child interaction; evaluation)

PROJECT NAME: Project Dakota Outreach

OUTREACH DIRECTOR: Linda Kjerland

STREET ADDRESS: 680 O'Neill Dr.
Eagan, MN 55121

TELEPHONE: (612) 455-2335

FAX: 612-454-3174 Attention: Linda Kjerland

FUNDING PERIOD: 1988-91

MAJOR GOAL: To establish family-centered, community-based early intervention policies and practices by training local program staff and parents, interagency committees and state-level policy makers. The service model is responsive to family priorities, incorporates community resources and typical settings and stresses parent-professional collaboration.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Tailor Made: Project Dakota Early Intervention (booklet)
- Project Dakota: Structures for Program Responsiveness to Families (monograph)
- Final Report: Project Dakota Demonstration Model 1983-1986 (manuscript)
- Parent Satisfaction Survey: Manual for Implementation (PSS) (manual)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Family-centered assessment planning and services
- Community-based integrated early intervention
- IFSP process and format
- Transdisciplinary team methodology and rationale
- Tailored technical assistance and our use of a pool of on-call parent and staff consultants

PROJECT NAME: Educational Home Model Project (EHM)

PROJECT DIRECTOR: Ted Maloney

STREET ADDRESS: 52 N. Corbin Hall
University of Montana
Missoula, MT 59812

TELEPHONE: (406) 243-5467
FAX: 406-243-2349

FUNDING PERIOD: 1990-93

MAJOR GOAL: To implement a model for integrating young children with handicaps (including children with profound handicaps and fragile medical conditions) in child care programs in rural areas. The model is designed to support child care providers in serving young children with handicaps in conjunction with their local early intervention service delivery system.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- The Educational Home Model Project (Brochure) (Free)
- The Educational Home Model Handbook: A Guide to Integrated Child Care (Draft)
- Ask Mom and Dad: A Guide to Increasing Parent Involvement in Child Care Programs (Draft)
- The Balancing Act: Handling and Positioning Children with Motor Impairments (Illustrated Manual) ($2.00)
- Being Part of The Team: Community Coordination (Manual with Sample Forms) ($2.00)
- The Best Seat in the House: Adaptive Equipment Alternatives for the Child Care Setting (Manual)
- A Blueprint for Play: Arranging the Environment for Young Children with Handicaps (Draft)
- Child-Ready Checklist: Making Child Care Programs Accessible for Young Children ($2.00)
- A Great Place to Be Me: Selecting a Child Care Program When Your Child Has a Handicap (Booklet) ($2.00)
- It Takes Two: Guidelines for Encouraging Interaction in Integrated Child Care Programs (Handbook)
- Little Bears and Band-Aids: A Health and Safety Handbook for Child Care Providers ($2.00)
- Look Who's Talking: Facilitating Communication Skills in the Child Care Setting (Handbook with Posters)
- Making the Most of Small Group Time: Integrating Children with Handicaps into Child Care Activities (Manual)
- Meeting the Challenge: Skills for Providers of Integrated Child Care (Handbook) ($2.00)
- T is for Toys, Trikes and Tantrums: Managing Behavior in Child Care Programs (Manual)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- All topics included in the Product List
- Feeding children with handicaps
- Homemade toys for children with handicaps
- How to recognize possible developmental delays in young children
- Making referrals to appropriate early intervention services
- The administration of integrated child care programs

PROJECT NAME: Montana Early Intervention (0-5) Outreach Project

OUTREACH DIRECTOR: Richard Van den Pol

STREET ADDRESS: Division of Educational Research and Service
University of Montana
Missoula, MT 54812

TELEPHONE: (406) 243-5344
FAX: 406-243-2797

FUNDING PERIOD: 1990-93

MAJOR GOAL: To assist Montana agencies develop and improve early intervention services for young children with handicaps and their families.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Classroom Practices:
  - CO-TEACH Procedures Manual (Vol. I) (incorporates Big Sky Rural Preschool Model, 150 pages, includes copy-ready forms, $25.00)
  - CO-TEACH Replication Site User's Guide (overview of CO-TEACH Model, 24 pages, no forms, $3.50)
  - A Guide to Preschool Activities for Children with Handicaps (objectives and data collection, 4 pages, $1.00)
- CO-TEACH Model Replication Program: (assists administrators and classroom teachers in designing, organizing, and implementing special preschool services. $6.00 per module, $30.00 for entire series of 6 modules)
  - Module #1: Organizing the Special Preschool
  - Module #2: Implementing the Special Preschool Program
  - Module #3: Forging Partnerships with Families
  - Module #4: Teaching Through Play
  - Module #5: Classroom Behavior Management
  - Module #6: Preparing for Transition
- Materials By and For Parents:
  - A Mom's Perspective on Early Intervention (home-based services impact on one family, 4 pages, $1.00)
  - Robbie (common experiences of families in Big Sky Program, 37 pages, $5.50)
  - Acceptance is Only the First Battle (parents' problems in obtaining optimal services, 43 pages, $6.50)
  - What Professionals Can Do To Help Marriages Survive, and The Risk of Divorce: What Parents Can Do To Help Themselves (2 documents, 3 pages, $1.00 for both)
  - What Parents Valued Most From Early Intervention Professionals and What Parents Want From Early Intervention Professionals (5 pages, $1.00 for both documents)
  - Not Just Another Meeting: or Things to Think About Before You Attend Another IEP/CST/IFSP (2 pages, $1.00)
  - Forging Effective Parent/Professional Partnerships (5 pages, $1.00)
  - Suggested Readings for Professionals and Families Seeking to Form Effective Partnerships (2 pages, $1.00)
- Transition Practices:
  - CO-TEACH Procedures Manual (Vol. II) The Transition Model (100 pages, forms, $20.00)
  - CO-TEACH Self-Instructional Guide to Local Norm-Referencing; Predicting Transition Success ($10.00)
  - MERIT Curriculum: Montana Early Intervention for Readiness in Transition (loose-leaf binder, $55.00)
  - CO-TEACH Individual Transition Plan Assessment ($20.00)
- Rural Network Monograph Series:
  - What's Rural? Overview of Successful Strategies Used by Programs for Young Handicapped Children (26 pages, $4.00)
  - Cost Effective Delivery Strategies in Rural Areas: Programs for Young Handicapped Children (41 pages, $6.00)
  - Securing Funding in Rural Programs for Young Handicapped Children (33 pages, $5.00)
  - Effective Strategies in Collection and Analysis of Cost Data in Rural Programs (48 pages, $7.00)
  - Influencing Decision Makers (29 pages, $4.00)
  - Training, Recruiting, Retaining Personnel in Rural Areas (45 pages, $7.00)
  - The Transportation Situation in Rural Service Delivery (20 pages, $3.00)
  - Interagency Coordination: A Necessity in Rural Programs (48 pages, $7.00)
  - Effective Collaboration Among Health Care Professionals: A Necessary Condition for Successful Early Intervention in Rural Areas (49 pages, $7.00)
- Videotapes: (VHS format, 20-day preview period--$20 non-refundable fee to be applied to purchase price)
  - The Impact of a Child With Handicaps on the Family: Mothers' Perspectives (3-page handout, 1 hour, $40.00)
- Research Articles: (single copies available for educational use at no cost)
  - Social Interaction in an Integrated Preschool: Implications and Applications
  - Teaching the Handicapped to Eat in Public Places: Acquisition, Generalization and Maintenance of Restaurant Skills
  - Models of Assessment and Treatment in Child Behavior Therapy

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Reverse mainstreaming of same-age peers
- Family-focused support and empowerment
- Preschool to Kindergarten transition success
- Video-bases assessment (video records as transition tools)
- Preschool assessment and curriculum
- Facilitating family partnerships, parent to parent, and family to family support
- Impact of child on the family and marital relationships
- Organizing the special preschool
- "Play" as the primary teaching tool

PROJECT NAME: COPING Outreach

OUTREACH DIRECTOR: Andrea Quigley

STREET ADDRESS: Pediatric Rehabilitation Department
John F. Kennedy Medical Center
2050 Oak Tree Rd.
Edison, NJ 08820-2012

TELEPHONE: (201) 548-7610
FAX: 201-548-7751

FUNDING PERIOD: 1988-91

MAJOR GOAL: To train state and local agencies, organizations and programs serving children, aged birth to five, and their families, that have the following goals:

To enhance the life outcomes of young children with special needs by increasing their developmental skills and effective coping behaviors.

To expand the coping resources of families to manage the challenges and stresses of daily living.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Reprints:
  - Coping Characteristics of Disabled and Nondisabled Young Children (American Journal of Orthopsychiatry, 1990)
  - Developing Family Resources for Adaptive Coping (Journal of The Division of Early Childhood, 1988)
- COPING Project Training Brochure
- Available from Scholastic Testing Service, Bensenville, IL:
  - Early Coping Inventory
  - Coping Inventory

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Coping patterns of young children with special needs
- Assessment of coping styles of children and adults
- Intervention services to enhance adaptive competence
- IFSP development focusing on functional outcomes
- Program development/staff coping

PROJECT NAME: An Early Intervention Training Program to Direct Care Providers Who Serve Handicapped/At-Risk Children of Developmentally Delayed Young Parents

PROJECT DIRECTOR: Sister Mary Lorita

STREET ADDRESS: 3233 Main St.
Buffalo, NY 14214

TELEPHONE: (716) 833-5353

FUNDING PERIOD: 1990-93

MAJOR GOAL: A series of regional workshops are planned to assist program directors, administrators, key decision makers, direct service providers and other related professionals enhance their knowledge and improve their effectiveness as they provide intervention services to children (0-3) who are handicapped/at-risk and born to young parents who are developmentally delayed.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Administration Guides:
  - Curriculum Guide (50 pages)
  - Evaluation Register
  - Implementation Guide (100 pages)
  - Program Approach Poster (one page)
  - Training Manual for Direct Service Providers (100 pages)
- Interactive Teaching Aids:
  - Responsibility Enhancement Booklets:
    - Do I Want To Be A Daddy?
    - No More Dolls
    - Should There Be 3?
  - Teaching Posters: (wall size)
    - Loving Spoonfuls: A Guide To Feeding Your Infant in the First Year
    - Loving Handfuls: A Guide To Feeding Your Toddler
    - Hooray for Me
    - Good Food for Good Health
    - Growing Together: The Inside Story
    - Growing Together: Search, Support and Succeed
  - Illustrated Activity Cards: (two-set package)
    - Becoming Friends: Activities for Parents and Babies
    - Strengthening the Bond: Activities for Parents and Toddlers
  - Illustrated Health Maintenance Booklets: (two-booklet set)
    - Pictorial Guide to Good Health
    - Pictorial Guide to First Aid

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Program development
- Team and developmental assessment, IFSP development
- Intervention strategies: infant, toddler, young parents who are developmentally delayed
- Issues relating to young developmentally delayed parents and their children
- Working with families headed by parents who are developmentally delayed
- Hispanic Outreach
- Child Abuse Prevention Program
- Parenting programs for young parents who are developmentally delayed

PROJECT NAME: Preschool Integration Through Technology Systems (PITTS)

OUTREACH DIRECTOR: Susan Mistrett

STREET ADDRESS: UCPA Children's Center
4635 Union Rd.
Buffalo, NY 14226

TELEPHONE: (716) 633-4440

FUNDING PERIOD: 1988-91

MAJOR GOAL: To develop, implement and evaluate a multidisciplinary trainer of trainers model to replicate a direct service model including competencies in three areas, social and school survival skills, use of technology with children with severe physical handicaps or speech/language impairments, and developing parents as advocates for mainstreaming and technology.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Special Friends and Computers: Adapting the Computer (video/manual)
- Preschool Software/Hardware Suggestions
- Social Interaction Strategies at Integrated Sites
- Single Switch Starter Kit (includes direct plug-to-computer switch, manuals, switch disks)
- Instructions on Using the Adaptive Firmware Card
- Available 9/91:
  - Complete Training Kit for Integrating Nonhandicapped and Handicapped Preschoolers with Technological Support (includes 300 page manual, 26 modules plus parent components, 4 videotapes, slides, transparencies, handouts, and evaluations)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Integrating physically disabled and severely speech impaired preschoolers into community preschool centers
- Adapting Apple computers for preschoolers with handicaps
- Selecting software to encourage social skill building
- Training trainers to implement the Special Friends and Computers Model

PROJECT NAME: Regional Program for Preschool Handicapped Children

OUTREACH DIRECTOR: Carol Eagen

STREET ADDRESS: Putnam/North Westchester BOCES Preschool Program
Pinesbridge Rd.
Yorktown Heights, NY 10598

TELEPHONE: (914) 962-2377

FAX: 914-245-4540

FUNDING PERIOD: 1989-92

MAJOR GOAL: To train professionals and paraprofessionals who serve ethnic/linguistic minorities or economically disadvantaged children in the components of a direct services model (interactive teaching process, transdisciplinary team approach and parent involvement model) in five states.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Awareness Video
- Transdisciplinary Video
- Parent Volunteer System Manual and Catalog
- Parent Group Meetings: Techniques and Topics
- Transdisciplinary Training, Assessment and Consultation Manual
- Curriculum for the Regional Preschool Program
- Creating Community Awareness and Interagency Cooperation
- The Transition Program
- Play Manual: Observation and Integration

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Transdisciplinary team assessment
- How to conduct training workshops

PROJECT NAME: Charlotte Circle Outreach

OUTREACH DIRECTOR: Donna Prendergast

STREET ADDRESS: Department of Teaching Specialties
UNC-Charlotte
Charlotte, NC 28105
TELEPHONE: (704) 547-2531
FAX: 704-547-4705
SPECIALNET: HEAP

FUNDING PERIOD: 1988-91

MAJOR GOAL: To train staff and administrators of early intervention programs serving families and children, birth through two years with severe/profound handicaps, in a curriculum promoting child development through enhanced social interaction.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Papers:
  - Social Reciprocity: Early Intervention Emphasis for Young Children with Severe/Profound Handicaps (1986)
  - Building a Referral Network (1987)
  - Classroom Routines (1987)
  - Health and Hygiene Issues (1988)
  - Home Visits (1988)
  - Strengthening Parent-Child Social Reciprocity: Key Behaviors of Young Children with Severe Handicaps (1988)
  - Charlotte Circle Curriculum Guide (1988)
- Reprints:
  - Strategies for Managing and Comforting Crying in Early Intervention Programs
  - Early Social Reciprocity Interventions with Infants With Severe Retardation: Current Findings and Implications For The Future
  - Parents of Babies With Severe Handicaps: Concerns About Early Intervention
  - Special Focus--Serving Young Children with Severe Handicaps: Promoting Positive Parent-Child Interactions
  - An Observational Coding Strategy for the Socially Reciprocal Interactions of Infants with Severe Handicaps and Their Caregivers
  - The Charlotte Circle Project: A Program for Infants and Toddlers with Severe/Profound Disabilities
  - Interrater Reliability and Test-Retest Stability of the Developmental Activities Screening Inventory II
  - The Charlotte Circle Project: Description and evaluation of a Program for Infants and Toddlers with Severe/Profound Disabilities

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Social reciprocity interventions
- Service delivery models
- Daily routines/scheduling
- Expanding funding sources
- Integrating early intervention services
- Referral networks
- Health and hygiene issues
- Parent/professional partnerships
- Developing IFSP's

PROJECT NAME: Family Enablement Project

OUTREACH DIRECTOR: Carl Dunst

STREET ADDRESS: Family, Infant and Preschool Program
300 Enola Rd.
Morganton, NC 28655

TELEPHONE: (704) 433-2878 (project)
(704) 433-2661 (Dunst)

FUNDING PERIOD: 1988-91

MAJOR GOAL: To provide technical assistance, consultation and training to early intervention practitioners on family-centered assessment and intervention stressing family empowerment, family support networks and parent/professional collaboration.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Resource Guide to Family-Centered Literature
- Resource Guide to Family-Centered Assessment Instruments
- Dissemination Guide to All Publications of the Family, Infant & Preschool Program

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Identifying family needs and strengths
- Mobilizing family's social network resources
- Case management practices that enable families
- IFSP
- Parent-professional partnerships

PROJECT NAME: Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators)

OUTREACH DIRECTOR: Carl Dunst

STREET ADDRESS: Family, Infant, and Preschool Program
300 Enola Rd.
Morganton, NC 28655

TELEPHONE: (704) 433-2661

FUNDING PERIOD: 1988-91

MAJOR GOAL: To provide intensive on-site replication training, follow-up, and technical assistance to staff of existing or developing programs serving at-risk and disabled children, aged 0-5 years, and their families. The classroom-based model features integration, responsive teaching, individualized assessment and intervention approached, and family empowerment strategies.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Incidental Teaching Tape
- Preschool Assessment of Classroom Environments (working on revisions (databased) and will develop a manual)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Best practices--classroom programs
- Developing intervention plans with families (ecological appr.)
- Responsive instructional strategies
- Assessing classroom environments
- On-site staff training methods
- Working with families
- Integration

PROJECT NAME: Project CAPABLE (Communities Assisting Parents to be ABLE)

OUTREACH DIRECTOR: Marilyn Espe-Sherwindt

STREET ADDRESS: University Affiliated Cincinnati Center for Developmental Disorders
3300 Elland Ave.
Cincinnati, OH 45229

TELEPHONE: (513) 559-4321

FUNDING PERIOD: 1988-91

MAJOR GOAL: To replicate a model for early intervention with parents with special needs/mental retardation through training and technical assistance to agencies and communities and to develop a statewide network of resource teams who will utilize the model in their settings, promote collaboration, and provide support for one another

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Handbook for Early Intervention with Parents with Special Needs/Mental Retardation
- I Love Somebody (series of videotapes and discussion leader's manuals on issues related to parents with mental retardation):
  - Parents: Safety, Feeding and Discipline
  - Professionals: Building Partnerships
- Early Intervention with Parents with Mental Retardation: Do We Empower or Impair? (article reprint)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Any issues related to parents with mental retardation, such as:
  - Identification
  - Characteristics
  - Skills for partnerships
  - Effective early intervention
  - IFSP's
  - Service coordination
  - Interagency collaboration

PROJECT NAME: Evaluation and Programming System Training Outreach Project

OUTREACH CO-DIRECTORS: Diane Bricker & Juliann Cripe

STREET ADDRESS: Center on Human Development
University of Oregon
901 E. 18th St.
Eugene, OR 97403

TELEPHONE: (503) 346-3568

FUNDING PERIOD: 1988-91

MAJOR GOAL: To train early childhood interventionists serving children, aged 0-6 years, in center and home-based settings in three areas: linking assessment, intervention, and evaluation; activity-based intervention; and family-focused intervention.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Evaluation and Programming System for Infants & Young Children (EPS I)
- Evaluation and Programming System for Infants & Young Children (EPS II)
- EPS Parent Forms (Levels I & II)
- EPS Training Packets
- Activity-Based Intervention Video-Tape
- Evaluation and Programming System Paper
- Set of Assessment Activities for Infants, Toddlers and Preschoolers
- EPS-I Curriculum
- IPS Replication Paper

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- The Linked System
- Background and description of EPS assessment
- Family-guided intervention
- Writing IEP's and IFSP's
- Activity-based intervention
- Program monitoring and evaluation

PROJECT NAME: Data Based Classroom Model Outreach

OUTREACH DIRECTOR: Joyce Peters

STREET ADDRESS: Teaching Research
345 N. Monmouth Ave.
Monmouth, OR 97361

TELEPHONE: (503) 838-8812
FAX: 503-838-8150

FUNDING PERIOD: 1988-91

MAJOR GOAL: To provide inservice training in the Data-Based Classroom Model (for use in integrated settings) to early childhood educators, private programs, and program administrators serving 3-6 year-olds with disabilities.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- The Rainbow Connection - A seven minute video capturing the essence of educating all young children together in an integrated child development program. Set to the music of Sesame Street's Kermit the Frog, this video is ideal for awareness purposes for parents, educators, and administrators of regular and special education services.
- Training Manual - All program materials, data collection forms, evaluation forms, and daily assignments used throughout the training session.
- Teaching Research Curriculum for Moderately and Severely Handicapped (4 books):
  - Self-Help and Cognitive ($27.25)
  - Gross and Fine Motor ($26.25)
  - Language Curriculum ($26.00)
  - Communication Curriculum ($22.50)
- Communication Assessment ($3.00)
- Data Analysis - Provides trainees experience in updating or modifying individual student programs based on data patterns.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Classroom management
- Behavior management
- Integration strategies
- Family involvement
- Data collection procedures
- Program evaluation strategies
- Staff training techniques
- Data collection procedures

PROJECT NAME: Tennessee Outreach Training (TOT) Project

OUTREACH DIRECTOR: Steven Warren

STREET ADDRESS: Box 328
Peabody of Vanderbilt
Nashville, TN 37203

TELEPHONE: (615) 322-8277

FUNDING PERIOD: 1988-91

MAJOR GOAL: To train processionals working in both home and center-based programs serving children aged 0-4 with various handicaps. The training involves a best practices model with six components: curriculum, learning environment, social interaction, support services, family involvement, and transition.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Best Practices in Early Childhood Special Education Manual/Self-Assessment ($10.00)
- Best Practices in Early Childhood Special Education Annotated Bibliography ($2.00)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- State-wide outreach in general
- Components of "Best Practices" model:
  - Curriculum programming
  - Organization of the learning environment
  - Social skills
  - Support services
  - Family involvement
  - Transition

PROJECT NAME: Integrated Outreach for Utah Project

OUTREACH DIRECTOR: Sarah Rule

STREET ADDRESS: Developmental Center for Handicapped Persons
Utah State University
UMC 6805
Logan, UT 84322-6805
TELEPHONE: (801) 750-1987
FAX: 801-750-2044

FUNDING PERIOD: 1988-91

MAJOR GOAL: To train local program staff and trainers in curricula and materials developed by four model LRE programs for children aged 3-5 years: Social Integration Project, Multi-Agency Project for Preschoolers, Functional Mainstreaming for Success, and Preschool Transition Project.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Let's Be Social (curriculum)
- Let's Be Social Home Program
- Skills for School Success (transition curriculum)
- Curriculum and Monitoring System (CAMS programs) (programs in skill areas such as self help, social/emotional, and language skills)
- Functional Mainstreaming for Success Project (final report)
- A Program for Children with Handicaps Integrated into Community-Based Day Care Centers (reprint of articles describing field test of Social Integration Program)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Consultation available in:
  - Teaching social skills
  - Teaching transition skills
  - Peer buddy systems
  - Individualization within group instructional formats
  - Serving children with disabilities in community-based day care centers

PROJECT NAME: Multi-Agency Project for Preschoolers (MAPPS)

OUTREACH DIRECTOR: Adrienne Peterson

STREET ADDRESS: Utah State University
Logan, UT 84322-6581
TELEPHONE: (801) 750-3838
FAX: 801-750-2019

FUNDING PERIOD: 1990-93

MAJOR GOAL: To provide training and technical assistance to professionals, parents and paraprofessionals working with children aged birth through 5 with developmental delays in three rural states. Efforts will focus on state level coordination with a sensitivity to meeting the needs of local agencies and the families they serve.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Books: CAMS Curriculum--A task-analyzed curriculum for children functioning within the developmental ranges of birth to five. This curriculum includes individualized programs in:
  - CAMS Pre-Academic ($10.00)
  - CAMS Social-Emotional ($7.00)
  - CAMS Self-Help ($10.00)
  - CAMS Motor ($10.00)
  - CAMS Expressive Language ($7.00)
  - CAMS Receptive Language ($5.00)
  - CAMS Training Manual ($7.00)
  - CAMS Slide/Tape Kit ($45.00)
  - Complete set of CAMS Manuals: $55.00
- Project Brochures

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Preschool assessment procedures
- The process of moving form assessment to IEP's to programming
- Considerations in serving preschoolers with multi-cultural backgrounds
- Strategies for individualizing programs for children mainstreamed into preschools that mainly serve non-handicapped children

PROJECT NAME: Project INSITE Outreach

OUTREACH DIRECTOR: Thomas Clark

STREET ADDRESS: SKI*HI Institute
809 North 800 East
Utah State University
Logan, UT 84322-1900

TELEPHONE: (801) 752-4601

FUNDING PERIOD: 1989-92

MAJOR GOAL: To train state lead agencies, local education agencies and other agencies providing services to multihandicapped, sensory impaired infants, toddlers, and preschoolers and their families in the INSITE service model and curriculum, and home-based, parent-centered intervention.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Home Intervention for Families of Handicapped Children:
  - Home-Based Programming for Families of Handicapped Children (manual, $17.00)
  - The Management of Home-Based Programs for Infant, Toddler, and Preschool Aged Handicapped Children (330 pp. handbook, $20.00)
  - INSITE Curriculum, 1989, 2nd Edition, (two-volume manual, $87.00)
- Slide/Audio Cassette Presentation: INSITE Overview (15 minutes, $41.00)
- Video Tapes:
  - Assisting Parents Through the Mourning Process (20 minutes, $30.00)
  - What is a Parent Advisor? (27 minutes, $30.00)
  - Children With Motor Impairments (two 60 minute tapes, $60.00)
  - INSITE Home Visit for Multihandicapped Sensory Impaired Child and Family (17 minutes, $30.00)
  - How Do We See? (20 minutes, $30.00)
  - INSITE Developmental Assessment (45 minutes, $30.00)
  - INSITE Overview (15 minutes, $30.00)
- Printed Material:
  - Lesson Summary and Challenge Sheets ($10.00)
  - Developing Sign Communication with the Multihandicapped (parent handbook, 68 pages, $12.00)
- Assessment Tools:
  - INSITE Developmental Checklist:
    Instruction Manual ($7.00)
    0-2 Test Booklet ($2.10)
    0-6 Test Booklet ($4.50)
- Monograph Series:
  - Parent Advising: Personal Experiences and Reactions (booklet, $4.00)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Family dynamics
- Home intervention procedures
- Home curriculum for:
  - Deaf
  - Blind
  - Multihandicapped
  - Sensory impaired
  - Rural service delivery
  - Management of nationwide certified training program

PROJECT NAME: SKI*HI Outreach

OUTREACH DIRECTOR: Thomas Clark

STREET ADDRESS: SKI*HI Institute
809 North 800 East
Utah State University
Logan, UT 84322-1900

TELEPHONE: (801) 752-4601

FUNDING PERIOD: 1989-92

MAJOR GOAL: To train trainers in the SKI*HI home-based intervention model for hearing impaired children, aged 0-5 years, and their families.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Home Intervention for Families of Handicapped Children:
  - Home-Based Programming for Families of Handicapped Children (manual, $17.00)
  - The Management of Home-Based Programs for Infant, Toddler, and Preschool Aged Handicapped Children (330 pp. handbook, $20.00)
  - SKI*HI Curriculum Manual: Programming for Hearing Impaired Infants Through Home Intervention ($35)
  - SKI*HI Home Intervention Program Adaptation (194 pp., $32.00)
- Slide/Audio Cassette Presentations for Home Visit Lessons: (9) (contact project for titles, subjects and prices)
- Flip Charts: (3) (contact project for details)
- Video Tapes:
  - SKI*HI Home Total Communication (20 tapes, $225.00)
  - Assisting Parents Through the Mourning Process (20 minutes, $30.00)
  - Videotapes of SKI*HI Home Visits (3, for $35.00 each)
  - Overview of SKI*HI Model ($30.00)
  - Auditory Levels (20 minutes, $30.00)
  - Close-Ups of SKI*HI Children ($30.00)
  - What is a Parent Advisor? (27 minutes, $30.00)
  - Videotape of Five Slide Programs ($175.00)
  - Hearing Aid Basics ($60.00)
  - Personal FM Systems ($60.00)
  - Hearing Aid Monitoring ($60.00)
  - Listening Environments of the Hearing Impaired ($60.00)
- Printed Material: (6) (contact project for details)
- Assessment Tools: (3) (contact project for details)
- Monograph Series: (4) (contact project for details)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Family dynamics
- Home intervention procedures
- Home curriculum for hearing impaired
- Rural service delivery
- Management of nationwide certified training program

PROJECT NAME: TEEM (Transition into Elementary Education Mainstream) Outreach

OUTREACH DIRECTOR: Wayne Fox

STREET ADDRESS: Center for Developmental Disabilities
University of Vermont
499-C Waterman Bldg.
Burlington, VT 05405-0160

TELEPHONE: (802) 656-4031
FAX: 802-656-8429 (Attention: Fox 64031)
SPECIALNET: UVMDD
SCAN: UAF.VT

FUNDING PERIOD: 1988-91

MAJOR GOAL: To help schools replicate a successful transition process by establishing a state-wide dissemination, training and technical assistance system which includes: an advisory council, a network of demonstration and training sites, inservice training institutes, regional technical assistance, demonstration processes, and an evaluation system.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Summary: Best Practices in Transition Planning
- Transition Planning Packet
- Manual (scheduled for completion Fall, 1990)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Best practices in transition planning to enable families and their young children with special needs make successful transitions from early childhood programs into kindergarten and other regular education environments
- An inservice training model to promote the collaborative development of systematic procedures for the transition of young children with special needs into kindergarten

PROJECT NAME: CDR Capital Outreach Project

OUTREACH DIRECTOR: Corinne Garland

STREET ADDRESS: P.O. Box 299
Lightfoot, VA 23090
TELEPHONE: (804) 565-0303
FAX: 804-564-0144

FUNDING PERIOD: 1988-91

MAJOR GOAL: To train community-based early intervention programs in the District of Columbia in the Early Intervention Team model which includes: interagency child find, program development, team assessment, IFSP and case management services, and multidisciplinary clinical consultation strategies.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Sample IFSP
- Sample Project Newsletter
- Survey of the Status of Early Intervention Programs in Washington, DC (including data collection forms)
- How Can We Help?
- Available August/September, 1991:
  - Skills Inventory for Teams (SIFT)

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Child find
- Program development (policies and procedures to support team approach to services)
- Clinical consultation (strategies for coordinating with health care specialists)
- Team assessment, IFSP, and case management
- Team building

PROJECT NAME: CDR National Outreach Project

OUTREACH DIRECTOR: Corrinne Garland

STREET ADDRESS: P.O. Box 299
Lightfoot, VA 23090
TELEPHONE: (804) 565-0303
FAX: 804-564-0144

FUNDING PERIOD: 1988-91

MAJOR GOAL: To provide replication training to community-based early intervention programs in 4-6 states including: awareness, site selection, needs assessment, planning, training, technical assistance, evaluation, and follow-up. The model uses interagency child find, team assessment, IFSP, and case management services.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Sample IFSP Forms
- Sample Model Program Forms
- How Can We Help?
- Family Needs Assessment
- IFSP: A Resource for Families
- Needs Assessment for Program Development
- Data Collection System for Program Evaluation

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Child find
- Program development
- Team process for:
  - Child assessment
  - IFSP
  - Case management
- Clinical consultation
- Team building

PROJECT NAME: Project Trans/Team Outreach

OUTREACH DIRECTOR: Corinne Garland

STREET ADDRESS: P.O. Box 299
Lightfoot, VA 23090
TELEPHONE: (804) 565-0303
FAX: 804-564-0144

FUNDING PERIOD: 1989-92

MAJOR GOAL: To work in four states, providing inservice training to early intervention teams in a transdisciplinary, family-centered approach to services for infants and toddlers with special needs and their families.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- The Transdisciplinary Model of Service Delivery (1989) (training unit for direct service providers)
- The Transdisciplinary Arena Assessment (1989) (videotape and accompanying learning manual)
- How Can We Help? (written instrument used by families to help identify their strengths and needs for the IFSP process)
- Sample IFSP and Annotated Version

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Inservice training
- Transdiciplinary model of services
- IFSP process and format
- Identification of family needs and resources and development of outcomes
- Family-centered early intervention services
- Team building

PROJECT NAME: Portage Project

OUTREACH DIRECTOR: Julia Herwig

STREET ADDRESS: 626 E. Slifer St.
Portage, WI 53901

TELEPHONE: (608) 742-8811

FUNDING PERIOD: 1990-93

MAJOR GOAL: The Portage Project is a family-focused, individualized early intervention system designed to work in partnership with parents to mediate instructional programs that meet the developmental, functional and educational needs of their young children with disabilities and to support family functioning.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Curriculum:
  - Portage Guide to Early Education, English & Spanish
  - Porgage Classroom Curriculum
  - Special Training for Special Needs Training Modules
- Books:
  - Get a Jump on Kindergarten
  - Portage Home Teaching Handbook
  - Porgage Parent Program - Instructor's Set and Parent Readings Set
  - A Parent's Guide to Early Education
- Videotape:
  - Too Much, Too Soon, Too Little
- Filmstrips & Audio Cassettes:
  - Portage Parent Program

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Providing home-based services for children aged 0-6 years with special needs and their families
- Multi-level teaching in the integrated classroom setting
- Numerous topics related to children with special needs and their families--list available on request

PROJECT NAME: Kansas Early Childhood Research Institute--Transitions

CO-DIRECTORS: Mable Rice & Marion O'Brien

STREET ADDRESS: KECRI/BCR
4132 Haworth Hall
University of Kansas
Lawrence, KS 66045

TELEPHONE: (913) 864-4801
FAX: 913-864-5323

FUNDING PERIOD: 1988-93

MAJOR GOAL: To develop, validate, and disseminate intervention techniques designed to facilitate transitions between service providers for young children with disabilities and their families.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:

- Project 1.3: (In-Home Intervention to Facilitate the Transition From NICU to Home. Goal: To develop and evaluate an intervention strategy (instructional videotapes) that will assist parents in promoting a smooth transition from the neonatal intensive care unit to home for their high-risk infants.)
  - Reference List for Literature on Prematurity and Caretaking Casualty
- Project 2.2: (Transitioning Preschool Children with Severe and Profound Multiple Disabilities From a Special Education Classroom Program into a Mainstream Community Preschool and Child Care Programs. Goal: To identify critical factors in the effective transition of preschool children with severe and multiple handicapping conditions from special education early childhood classrooms into community preschool/child care programs.)
  - Bibliography Summarizing Literature on Integration of Children With Severe Disabilities Into Mainstream Preschool Classrooms (available on diskette or on paper)
- Project 2.3: (Verbal Interactive Skills Training for Transitions. Goal: To evaluate the role of social and verbal interactive skills in the transition of speech or language-impaired preschool children into traditional kindergarten classrooms, and to develop appropriate transition intervention strategies.)
  - Curriculum: Development and Implementation (working paper from the Language Acquisition Preschool)
  - Parent Resource Guide (working paper from the Language Acquisition Preschool)
- Project 3.1: (Programming Successful Classroom Transition: Assessment of Children's Survival Skills and Classroom Requirements. Goal: To investigate the measurement of classroom survival skills in children with and without disabilities and to assess aspects of classroom structure and teacher behavior that influence children's opportunity to practice survival skills as they transition from preschool to kindergarten and first grade.)
  - ACCESS (Assessment Code/Checklist to Evaluate Survival Skills) (manual) Classroom Observation System
- Institute Newsletter on Transitions

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Transitions between service providers for children with disabilities and their families, from birth through the early childhood period

PROJECT NAME: National Collaborative Research Institute for Early Childhood Intervention (Family-Focused Developmental Care and Intervention for the Very Low Birth Weight Preterm Infant)

PRINCIPLE INVESTIGATOR: Heidelise Als
CO-DIRECTOR: Linda Gilkerson

STREET ADDRESS: Children's Hospital
Boston, MA 02115
TELEPHONE: (617) 735-8249
FAX: 617-735-7230

FUNDING PERIOD: 1989-94

MAJOR GOAL: To investigate the impact and effectiveness of individualized, behaviorally-based developmental care and intervention approach beginning in the neonatal intensive care unit (NICU) for very low birth weight, preterm infants at high risk for severe medical complications and developmental disabilities, and their families.

TITLES OF WRITTEN MATERIALS OR OTHER PRODUCTS CURRENTLY AVAILABLE FROM THIS PROJECT:
- Outline of Training Levels Available for Professionals Working in the NICU and With Very Young Infants
- Reprints of research papers and clinical chapters related to NICU developmental care

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:
- Starting a developmental perspective in NICU care in a nursery (background, steps to be taken, etc.)
- Training for NICU leadership professionals in the basic approach to delivering developmental care
- Advanced training in NICU developmental assessment and consultation

PROJECT NAME: ECLIPSE (Effective Child Language Interventions in PreSchool Environments

PRINCIPAL INVESTIGATORS: Judith Carta & Ilene Schwartz

STREET ADDRESS: 1614 Washington Blvd.
Kansas City, KS 66102
TELEPHONE: (913) 321-3143
FAX: 913-371-8522

FUNDING PERIOD: 1990-94

MAJOR GOAL: To describe and validate the configuration of program components that are most related to enhancing the language development of preschool students with mild, moderate, and severe disabilities.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Echobehavioral assessment
- Observation instruments
- Data collection via laptop computers
- Assessing fidelity of treatment
- Process-product research

PROJECT NAME: Comparative Effectiveness of Two Intervention Approaches for Enhancing Motor Functioning of Infants with or At Risk for Significantly Delayed Development

PROJECT DIRECTOR: Philippa Campbell

STREET ADDRESS: 90 W. Overdale Dr.
Tallmadge, OH 44278

TELEPHONE: (216) 633-2055

FAX: 216-633-2658

FUNDING PERIOD: 1990-94

MAJOR GOAL: To compare the effects of motor intervention approaches with children having delayed or dysfunctional posture and movement.

TOPICS THIS PROJECT'S STAFF CAN CONSULT IN, AND ISSUES THEY ARE WILLING TO DISCUSS OVER THE PHONE:

- Therapeutic motor interventions

PROJECT NAME: National Early Childhood Technical Assistance System (NEC*TAS)

DIRECTOR: Pascal Trohanis

EEPCD CONTACTS: Trish Isbell, Technical Assistance Coordinator
Joicey Hurth, Associate Director

STREET ADDRESS: Frank Porter Graham Child Development Center
The University of North Carolina at Chapel Hill
CB#8040, 500 NCNB Plaza
Chapel Hill, NC 27599

TELEPHONE: (919) 962-2001
FAX: 919-966-7463
SPECIALNET: FPGCENTER
SCAN: MRRC.NC

FUNDING PERIOD: 1987-91

PURPOSE: To assist states and designated jurisdictions in developing multidisciplinary, comprehensive, coordinated services for young children with special needs, birth through age 8 years and their families; and to provide technical assistance to projects in the Early Education Programs for Children with Handicaps (EEPCD).

ACTIVITIES:

- NEC*TAS has three goals:
  - To help community agencies and other entities develop their capacity to provide high-quality comprehensive services for children with special needs and their families;
  - to help states and designated jurisdictions develop and implement policies and practices that will improve and expand services; and
  - to facilitate the national exchange of information.
- Technical assistance is provided through;
  - On-site visits
  - Group meetings
  - Resource referral
  - Consultations
  - Telecommunication linkages
  - Print products (contact NEC*TAS for a publication list)
  - National conferences
- NEC*TAS draws on the expertise of multidisciplinary professionals and parents in providing nationwide technical assistance.
- The NEC*TAS system consists of;
  - The Coordinating Office at the University of North Carolina at Chapel Hill
  - An Advisory Group of nationally recognized professionals
  - Georgetown University Child Development Center
  - The National Association of State Directors of Special Education (NASDSE)
  - The National Center for Clinical Infant Programs (NCCIP)
  - The Nation Network of Parent Centers
  - The University of Hawaii Department of Special Education.

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